

The Use Of Audio Visual Media In Learning To Listen To The Pulau Si Mardan Theater Performance In Tanjungbalai City At Sisingamangaraja Tanjungbalai High School

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Abstract: The aim of the research is to describe the effectiveness of using audio-visual media in learning listen to Mardan Island theater performances at Sisingamangaraja Tanjung Balai High School, as well as explaining the components that support the effectiveness of using audio-visual media in learning to listen to Mardan Island theater performances. This research method uses descriptive qualitative research methods. The results of the research found the language and literature learning process using audio-visual media and the components contained in this media can increase the effectiveness of increasing student literacy in explaining and analyzing story themes, story content and moral messages.

Keywords: Mardan Island performance theater, Audio-visual media, Sisingamangaraja Tanjung Balai High School

Indonesia is famous for its cultural diversity. When explored more deeply, each region in Indonesia has its own cultural diversity which reflects its respective region. Cultural diversity which emphasizes traditional characteristics is a cultural heritage from ancestors which is passed down to successors from generation to generation through oral and written language, which is the basis for maintaining this cultural heritage amidst the progress of the times which may fade the traditional characteristics of this cultural diversity (Dalila, 2022). This cultural heritage depicts the local wisdom possessed by each region which has its own meaning or message for those who enjoy this cultural heritage. So that the message received by the audience gets moral, ethical and aesthetic values in the customs of this cultural heritage (Bahardur, 2020).

Culture in each region has its own way of applying or expressing traditional ideas and knowledge from that culture to be developed. The development of cultural heritage today is very much needed and its usefulness is also felt by people's lives, one of which is the Mardan Island theater performance which has many variations about the origins of the Mardan Island. Furthermore, from the various performances held regarding the origins of Si Mardan Island, there were many shifts regarding

the storyline and the setting of the origins of Si Mardan Island.

The various variations or versions of the Mardan Island theater performance that have been held have made the people of Tanjungbalai City uninterested, uncaring, and even confused about the performance. One of the sources, namely the headman of Datuk Bandar Timur village, Mr. Baharudin, in an interview said that there are many versions of the show about the name of the area of Si Mardan Island which is said to be the meeting place for Si Mardan and his mother.

The reason for the problem that attracts the attention of researchers to conduct research on Si Mardan Island theater performances is that there is still a need for explanation and understanding that has not been fully revealed about Mardan Island theater performances, such as text structure, narrative context, script creation process, ethical and aesthetic cultural values, as well as functions in Si Mardan Island theatre performances. Therefore, researchers are trying to complete and explain what has not been fulfilled.

Culture is a treasure or inheritance that has been passed down from generation to generation and needs to be revitalized. When interpreted, culture is passed on to future generations through a learning process, both formal and informal. Where the formal learning process is obtained in

educational units, such as schools, colleges, high schools, etc. which are packaged in curricula and subjects in a systemic manner. Meanwhile, informality is obtained from social and other environments.

Si Mardan Island theatre performances, there are types of literature contained in them, but the continuity of these types cannot be guaranteed over time. Due to this uncertainty, the younger generation is very much required to be sensitive to the richness of oral traditions which are starting to be lost. Because it cannot be denied that the entry of new cultures into society causes a shift or extinction in preserving that culture. So the author also took part in conducting scientific research to be studied in depth. The benefits of this study can be as a reference or reading material for the wider community, especially people around Tanjungbalai City. However, the author remains focused on the study of the text, the context of the narrative, the process of creating the script, ethical and aesthetic values of culture, as well as the function that according to the author is an unsolved problem in the Mardan Island theater performance.

An effective tool is needed in the learning process by listening to Si Marjan Island theater stories which are folk tales in the Tanjung Balai City area, where this tool is called audio visual media. This media is important and has a very important urgency for our education, where this audio visual media is very effective in helping the learning process, especially Indonesian language subjects at Sisingamangaraja Tanjung Balai High School, especially for students in helping to improve the effectiveness of the teaching and learning process, especially the teaching and learning process. listening to the story of the Pulau Si Marjan theater which was held in Tanjung Balai City, where this audio visual media tool was very helpful in the process of understanding the series of stories, as well as the message conveyed in the story of Pulau Si Marjan.

Apart from that, this audio visual media can explain in detail the existing literacy understanding to analyze the problems in the story, outline the problem solving of the existing story, and provide conclusions to the story, and will make students able to convey the elements of the story literately. , content and message conveyed, so it can be said that this audio visual media is very important in helping students understand the story and also the moral message of the Si Marjan Island story, where there are components that can support students to provide explanations by understanding the story and moral

message from the story of the Pulau Si Marjan theatre.

However, in reality at Sisingamangaraja High School there are still several students who have not been able to translate the content of the story and the message that the theater story will convey. This is because there are still some students who have not been able to translate the contents of the Pulau Si Marjan theater story, because they do not understand the components of the theater story. This can be seen in the students' scores from training in listening to dramas before using audio-visual media, namely:

Table 1. Scores of Student Practice Results Before Using Audio Visual Media

| No | Name | Correct Number of PG | Correct Number of Essay | Total Correct | Score |
|----|-----------------------------|----------------------|-------------------------|---------------|-------|
| 1 | Agung Beni Wijaya | 9 | 7 | 18 | 64 |
| 2 | Allyssa Fitri Caesarani | 8 | 8 | 16 | 60 |
| 3 | Andre Nurul Fallah | 9 | 8 | 17 | 62 |
| 4 | Ayudya Fauziah | 10 | 4 | 14 | 56 |
| 5 | Azzirah Salshadelia Yusvita | 13 | 9 | 19 | 76 |
| 6 | Azura Zuhri Lazuardi | 8 | 8 | 16 | 60 |
| 7 | Della Amirra | 9 | 8 | 17 | 62 |
| 8 | Dimas Farhan | 10 | 4 | 14 | 56 |
| 9 | Dinah Ayu Afifi Suherman | 10 | 4 | 14 | 56 |
| 10 | Evrida Andrayani | 9 | 7 | 18 | 64 |
| 11 | Faisal Rahman | 13 | 9 | 19 | 76 |
| 12 | Firda | 10 | 9 | 19 | 76 |
| 13 | Ira Ghaitza Zahira | 9 | 7 | 18 | 64 |
| 14 | Muhamad Arthur Gunawan | 13 | 9 | 19 | 76 |
| 15 | M. Bima Nugraha Herby | 10 | 4 | 14 | 56 |
| 16 | Muhamad Fazlur Rahman | 9 | 7 | 18 | 64 |
| 17 | Muhamad | 10 | 9 | 19 | 76 |

| | | | | | |
|----|--------------------------|-------|------|------|----|
| | Jalaluddin Akbar | | | | |
| 18 | Nabila Fitri Kharisma | 10 | 4 | 14 | 56 |
| 19 | Nada Mufidah | 9 | 8 | 17 | 62 |
| 20 | Nadhila Kusdianti | 13 | 9 | 19 | 76 |
| 21 | Nindhy Saphira | 8 | 8 | 16 | 60 |
| 22 | Novi Berliana Putri | 10 | 4 | 14 | 56 |
| 23 | Octari Ratnasari | 13 | 9 | 19 | 76 |
| 24 | Orlando Arya Saputra | 10 | 4 | 14 | 56 |
| 25 | Rifky Fathul Mubarak | 9 | 5 | 14 | 56 |
| 26 | Riyan Riarno | 13 | 9 | 19 | 76 |
| 27 | Rizki Rafly Rahmawan | 7 | 9 | 16 | 64 |
| 28 | Siti Zahra | 13 | 9 | 19 | 76 |
| 29 | Wisnu Aji Pradana Syafie | 10 | 4 | 14 | 56 |
| 30 | Ibrahim Pasya Danya Endo | 9 | 7 | 18 | 64 |
| 31 | Muhamad Nur Hidayah | 9 | 7 | 18 | 64 |
| | Rata-rata | 10,06 | 7,09 | 20,6 | 64 |

In Table 1 above, it can be concluded that several students at Sisingamangaraja High School from the existing UKG results on average had low scores because they were unable to provide explanations and in-depth analysis of the Si Marjan Island theater story, as a result students were unable to describe and explain in detail the story and moral message, because the teaching system implemented still does not use audio-visual media, but still uses traditional media, where the form of teaching using this media is still done manually, and has not yet made students understand comprehensively the components of the story. literacy can be carried out in front of the class and make students bored in studying material about drawing conclusions and the process of elaborating the Si Marjan Island theater story without explaining in detail the concept, theme and also the content of the story comprehensively.

The existing components are the themes stated in the theater story, where through audio visual media students can identify the theme or message from the Pulau Si Marjan theater story,

another component is conflict, where students can understand and analyze the source of the conflict, and how the conflict occurs. can influence the story, another component is language style, where students can understand the language style of theater stories, so they are able to translate the stories and messages from Si Marjan Island theater stories. Apart from that, another component, namely interpretation in the story, where students can understand and explain the hidden meaning in the story, as well as explain the aspects that exist in the whole story, so that it requires comprehensive training in mastering the existing story components.

Research on the stories of Pulau Si Mardan was carried out by Henni Julia Citra Sitorus in 2020 with the title of her thesis: Transformation of the Text of the Folklore of Pulau Si Mardan into Digital Comic Form: With the existence of digital comics, the text of the folklore is transformed into the form of images so that it attracts people. today's generation, teenagers and children to access these folk tales easily, anywhere and anytime. Apart from having pictures that tell a story, comics also convey their message through writing that tells a story.

Based on the problems found in Si Mardan Island theater performances, the focus of research in this study is text, narrative context, script creation process, ethical and aesthetic cultural values, function and use of the results as audiovisuals and knowledge enrichment books at the Sisingamangaraja Tanjungbalai High School.

LITERATUR REVIEW

Theater Performance Review

A thorough examination of all aspects of theatrical performances, including scripts, staging, direction, design and audience reactions, is part of the study of theatrical performances (Rudita, 2021). Analytical, historical, or critical methods can be used to study theatrical performance. Other useful sources of information include critical theater literature, artist interviews, and direct observation. It is important to realize that opinions vary and the study of theater performances can be subjective (Apriani, 2018).

The study of theatrical performances can focus on several factors, including the following, namely script, artistic performance, direction, design, audience response and cultural and social context (Suprajitno, 2018).

Utilization Through Audiovisuals

Audiovisuals can be used in various contexts, such as business, education, entertainment

and communication. Here are some examples of audiovisuals used in different settings, namely:

- 1) Education through online learning using audiovisual
- 2) Entertainment, such as films and television, all of which use audiovisual applications
- 3) Business and marketing through digital marketing of audiovisual technology
- 4) Communication, via audio and video preferences
- 5) Arts and culture through performing arts in several areas
- 6) Social media, through social media content that uses audiovisuals (McFarland, 2019).

Effectiveness Of Using Audio Visual Media For Learning

The use of audio visuals in listening to theater stories can be an effective tool for high school students for various reasons:

- 1) A deeper understanding, where through the visualization provided by audio visuals, students can develop a better understanding of the story and theater elements such as characters, storyline, themes, and stage settings. This helps students make connections between theatrical ideas and actual visual settings.
- 2) Visual stimulation, where students can benefit greatly from intense visual stimulation when theater stories are visualized using audio visuals. Especially for students who are more receptive to visual experiences, this helps capture their interest and engage them in the storytelling process.
- 3) Multi-sensory learning, where students can enjoy theater stories through various senses, including sight and hearing, when audiovisuals are used. By having additional channels for conveying information, students' understanding and memory of the material can be improved.
- 4) Problem solving and analysis, where through audio visuals, students can learn to assess and analyze aspects of theatrical stories such as theme, characterization and stage sequences. They are able to solve problems, discern motivations, and draw conclusions from their observations.

- 5) Active learning, where students can play a more active role in their education by using audiovisuals. Questions, discussion of specific plot points, and opinions about their listening experiences are welcome.
- 6) Facilitate reflection and discussion, where students may be encouraged to rethink their experiences and take part in group discussions about various aspects of the story after listening to the audio-visual version of the theater narrative. This helps broaden their perspective and helps them understand theater on a deeper level (Handrayani, 2021).

Story Listening Skills

The ability to listen and understand oral stories actively is known as the ability to listen to stories. This requires understanding the theme, message, characters, and storyline (Hadijah, 2019).

The following abilities are needed to listen to a story well, namely:

- 1) Active listening, where total concentration on the story being spoken is required for active listening. Students should end outside distractions and give their full attention to the story they are listening to.
- 2) Identifying key information, where students must be able to recognize the key elements of the story, including the protagonist, main conflict, and resolution. This helps them understand the main idea of the narrative.
- 3) Connecting information, where students must be able to connect the lessons learned in the story with what they already know and have experienced. This facilitates their ability to draw connections between the narrative and their own experiences and the real world.
- 4) Identifying language styles and expressions, where students must be able to distinguish various linguistic idioms, phrases, and emotional tones in narratives. This helps their understanding of the setting and atmosphere of the story.
- 5) Drawing conclusions, where students must be able to make conclusions about the moral or lesson conveyed by the narrative. This requires the capacity for critical story analysis and evaluation.
- 6) Asking questions, where students must be able to ask relevant questions about the

story they are reading. This increases their understanding and allows them to study the narrative more deeply.

- 7) Participating in discussions, where student participation in group conversations about the stories being told is very important. As a result, they are able to communicate their knowledge, concepts, and points of view to others.
- 8) Using body language and expressions, where students should not only listen to the words spoken, but also observe the storyteller's facial expressions and body language. This may provide more clues as to the feelings and intricacies of the narrative (Handrayani, 2021).

Si Mardan Island Show In Tanjung Balai City At Sisingamangaraja Tanjung Balai High School

Si Mardan Island is one of Indonesia's national stories originating from the Maluku area. This story tells the story of a simple man named Mardan who sets out to explore a remote island in search of his lost soul, who is being chased by a dragon. To bring the story to life, Si Mardan Island performances are usually presented in the form of theater or plays, which are equipped with stage sets, costumes, music and body language (Coen, 2019).

It is possible that "Si Mardan Island" became a folklore through the oral traditions and mythology of the Maluku people. This story most likely originated from society's need to pass on stories of bravery, adventure, and conflict between humans and magical or wild animals. These tales are often used to instill moral principles in the next generation. The themes of the Si Marjan Island folklore include search, love, adventure, and the struggle between good and evil, all of which are present in the narrative of "Si Mardan Island". Mardan, the story's protagonist, is a symbol of courage, justice, and tenacity in the face of adversity and danger (Ridhwan, 2021).

This story may have evolved from several repetitions and adaptations in various regions in Maluku, thereby adapting the narrative to the local cultural and environmental context. This fairy tale has been told orally for centuries in the form of folklore, both in traditional gatherings, traditional plays, and in casual conversations. The origins of the "Pulau Si Mardan" narrative are not well documented in written form, but the relevance of the story in Maluku culture and oral traditions can be

seen from its long history. As part of a rich and priceless cultural heritage, this story is still relevant and appreciated by society (Candra, 2020).

An outline of the possible components of the narrative presentation of the story "Si Mardan Island" is as follows:

- 1) Stage arrangement, where the stage arrangement gives the impression of being on a remote and enigmatic island. Replicas of caves, forests, and islands that are important locations in the narrative may exist. Additionally, lighting is used to set the right mood for the narrative. For example, soft lighting is used to depict darkness in the cave, and bright lighting is used to welcome Mardan to the island.
- 2) Costumes, where the characters in the story are reflected in the costumes worn by the players. Nagas may be depicted in fearsome or animal-like clothing, while Mardan may wear clothing that represents his adventurous spirit.
- 3) Music and sound, where the performance is made more emotional and atmospheric by the use of music and sound effects. For example, thunderous sounds can be used to simulate the sound of waves on a beach, while dramatic music can be played when Mardan confronts the dragon..
- 4) Body movements and facial expressions, where the actors bring the characters to life in the drama by expressing themselves through their bodies and faces. One might describe Mardan as a fearless and passionate young man, and the dragon as a fierce and terrifying creature.
- 5) Narration and dialogue, where a narrator explains the history of the story and directs the audience through the storyline can be used in staging the story "Pulau Si Mardan". Character dialogue serves two purposes in a story: revealing the storyline and enhancing each character's qualities (Rudita, 2020).

METHOD

This research method uses qualitative and descriptive qualitative research methods, where the data used is secondary data that has been processed for analysis and description into research results. The data used is very effective in understanding and describing problems related to learning to listen to

theater stories through audio-visual by carrying out collection techniques using observation studies and interviews conducted with Sisingamangaraja Tanjung Balai High School students, where the results of observations and interviews were carried out by submitting open questions to Sisingamangaraja High School students regarding the use of audio-visual media by listening to Marjan Island theater stories. The results of the research found in the Si Mardan Island theater performance were that audio visual media was very effective in learning to listen to Si Marjan Island dramas, where the use of audio visuals was very effective because the use of audio visuals could help understand the meaning of the story and the message of the Si Marjan Island story in depth, and can solve problems by evaluating and analyzing the elements of the Pulau Si Marjan story through audio visual media by being able to solve problems related to the discussion of the Pulau Si Marjan story, as well as from solving existing problems, then students can identify problems and moral messages, and conclude What moral message does the story convey to students? (Chapman, 2020).

RESULTS AND DISCUSSION

Results

Results of the Effectiveness Test of Using Audio Visual Media in Learning to Listen to Mardan Island Theater Performances

The effectiveness test is carried out by observing student behavior in class dynamics and conducting a series of written tests in the form of practice questions. Observations of student behavior are carried out to determine the extent to which students play an active role in class dynamics with their peers in responding to and discussing the material.

Based on the results of existing research through assessments given by Sisingamangaraja High School teachers to several students from training in listening to Si Marjan Island theater stories, where based on the results of student assessments as students, it can be said that the use of audio visual media is very effective in creating students' literacy skills in explaining, analyze, describe and draw conclusions about the story, as well as the moral message in the story of Si Marjan Island. The effectiveness of:

- 1) Students already have the ability to analyze the theme of the story of Si Marjan Island, where the theme in the story is Marjan's journey in finding his wife who was

kidnapped by the Dragon, the love and loyalty of Marjan towards his wife by rescuing his wife who was kidnapped by the Dragon, the existence of the struggle of good and evil through the fight between Marjan and the Dragon, as well as the search for identity and courage to face fate, where Marjan dares to face fate in order to save his wife from the clutches of the Dragon's kidnappin.

- 2) The students' ability to analyze and describe the contents of the story from Si Marjan Island, where Si Marjan has to face a challenging adventure in the process of saving his wife from the clutches of the Dragon by going through obstacles and challenges by passing through dangerous wilderness, dangerous caves, where by With his perseverance, Marjan was able to face all these challenges and succeeded in defeating the Dragon and succeeded in getting his wife back.
- 3) Students' ability to understand the character and acting of the perpetrator, where the character and acting of the perpetrator can be used to analyze and describe the stories and plays that exist in Si Marjan's story.
- 4) The students' ability to understand and explain the moral message in the Si Marjan Island theater story, where the moral message that emerges is courage, love, as well as sacrifice and struggle to achieve noble goals.

Components that support the creation of effective use of audio-visual media in learning to listen to Si Marjan Island theater stories:

- 1) Analyzing stories using video and animation, where the use of audio visuals includes videos and animations of the Si Marjan Island story which can be used for the listening process by analyzing and explaining the theme, content of the story and also the moral message obtained from the story.
- 2) The use of a virtual stage setting to carry out the process of recapping themes, stories and plays, as well as moral messages in order to increase students' explanation and literacy about the stories sung by the actors in the Si Marjan Island story.

- 3) The use of graphics and pictures, as well as story transcriptions in audio-visual media to capture the message and background of the story or play of the Si Marjan Island story, thus helping students in the process of listening and explaining the content of the story and message of the Si Marjan Island story.

Test Effectiveness Through Observation

In the initial activity, the teacher first starts the lesson by inviting students to read basmallah together. Followed by checking the attendance of students. After that, the teacher asked about the material at the previous meeting. Students also responded very enthusiastically. This initial activity lasted 15 minutes.

Enter the main activities. The teacher tells the objectives and indicators in this lesson. When the teacher explained that today's material was drama appreciation, the students immediately responded enthusiastically.

In this lesson the teacher uses a problem solving learning method by playing with sticks. The problem solving method was chosen because in this lesson students were invited to understand the material starting from a problem that they had to solve. The problems they will discuss are in the sticks that will be distributed. Meanwhile, they can get the answer from the results of discussions and listening to the Mardan Island theater. So, this method can lead students to the need to pay attention to Pulau Si Mardan which will be broadcast.

In the stick, a statement has been prepared which must be explained or given a definition along with examples. This statement is of course about the drama material that will be taught. So, students are invited to search for themselves first, either from books, discussions with group friends, or asking the teacher directly.

This activity took place actively but remained conducive. The teacher prepares punishment for participants who cause a commotion by giving them extra sticks, which means there will be additional material that they have to complete. So, all participants try to keep the class atmosphere conducive so that no one is punished.

After approximately 15 minutes were used for group discussions, the teacher suddenly asked all the students to be quiet for a moment and pay attention to the Pulau Si Mardan theater which was about to be shown. Almost all students looked

surprised, because they thought they would just have a group discussion.

The teacher asks students to pay close attention to the Mardan Island theater. As well as looking for examples of what each group needs from the Mardan Island theater performance. For example, the red group received the statement 'Property', so they can give examples of property used in the Mardan Island theater performance.

When the video was shown, all students immediately became silent and no one discussed it. Some students take notes while paying attention, some listen without taking notes, some others listen while sometimes teasing their friends next to them.

The teacher always monitors and provides instructions in the form of explanations to students if there is something in the broadcast that confuses students. For example, when the performance reaches the scene transition stage, then the lights are turned off, making the screen dark for a moment when the students think that the projector is off. There the teacher then explained that this was one of the drama performance techniques, one of its functions was to condition props and change roles, which was called black out.

After the broadcast is over, the discussion continues with the remaining time given 5 minutes. Many students use this opportunity to complete examples or ask the teacher about the drama that has just been shown.

After that, a presentation session between groups was opened for 30 minutes. Each group must move forward and answer the stick challenge that has been given. Don't forget that the presentation must also convey the responses of each group regarding the drama shows that have been watched. Meanwhile, other groups responded. For groups that cannot answer questions from other groups, or the group asking does not have a question, they are punished by acting according to the context given by the challenger.

Students look very enthusiastic and challenged. Moreover, they have the answers and questions they have prepared. The discussion went smoothly, although there were several groups who were still reluctant and embarrassed to speak in front of the class. The small voice and unclear articulation of speech may cause other groups to sometimes not listen to their friends who are presenting. However, there the teacher immediately responded and helped condition the class. So, there is little opportunity for students not to listen to their friends.

Based on the results of group discussions and presentations, the average student concluded that the intrinsic elements of drama were almost the same as the intrinsic elements taught in short stories and novels. The only difference is, in dramas they know about it by listening to the performance and then they can grasp the theme, setting, characters, etc., while in short stories or novels they will only know about it if they finish reading the work. They find watching more enjoyable than reading. Then, the last 5 minutes are used to draw conclusions together and make an assessment

Test Effectiveness Through Written Tests

The written test (teaching material test) is given in the form of practice questions containing 15 multiple choice questions and 5 essay questions. These questions contain material that has been presented in one meeting (1 SK and 1 KD). Essay questions were included because the material presented was material about the appreciation of drama performances. So, with these open and structured questions, the author can find out the extent of students' understanding of the material that has been presented. This can be seen from the various answers obtained from the author's interviews with several students.

These two things are done to obtain valid effectiveness test results and are supported by a description of the student's condition, and reinforced by the student's learning results, namely in the form of test scores.

The following are the scores from students' practice questions on the material on appreciating drama using audio-visual video theater learning media:

Table 2. Student Training Result Scores

| No | Name | Correct Number of PG | Correct Number of Essay | Total Correct | Score |
|----|-----------------------------|----------------------|-------------------------|---------------|-------|
| 1 | Agung Beni Wijaya | 14 | 10 | 24 | 96 |
| 2 | Allyssa Fitri Caesarani | 13 | 9 | 22 | 88 |
| 3 | Andre Nurul Fallah | 10 | 9 | 19 | 76 |
| 4 | Ayudya Fauziah | 13 | 6 | 19 | 76 |
| 5 | Azzirah Salshadelia Yusvita | 13 | 10 | 23 | 92 |
| 6 | Azura Zuhri Lazuardi | 13 | 9 | 22 | 88 |

| | | | | | |
|------------------|-----------------------------|-------------|----------|-------------|-------------|
| 7 | Della Amirra | 11 | 8 | 19 | 76 |
| 8 | Dimas Farhan | 10 | 4 | 14 | 56 |
| 9 | Dinah Ayu Afifi Suherman | 13 | 10 | 23 | 92 |
| 10 | Evrida Andrayani | 13 | 8 | 21 | 84 |
| 11 | Faisal Rahman | 12 | 10 | 22 | 88 |
| 12 | Firda | 12 | 9 | 21 | 84 |
| 13 | Ira Ghaitza Zahira | 13 | 9 | 21 | 84 |
| 14 | Muhamad Arthur Gunawan | 13 | 10 | 23 | 92 |
| 15 | M. Bima Nugraha Herby | 12 | 7 | 19 | 76 |
| 16 | Muhamad Fazlur Rahman | 10 | 7 | 17 | 68 |
| 17 | Muhamad Jalaluddin Akbar | 10 | 10 | 19 | 76 |
| 18 | Nabila Fitri Kharisma | 13 | 10 | 23 | 92 |
| 19 | Nada Mufidah | 12 | 10 | 22 | 88 |
| 20 | Nadhila Kusdianti | 11 | 9 | 20 | 80 |
| 21 | Nindhy Saphira | 10 | 10 | 20 | 80 |
| 22 | Novi Berliana Putri | 12 | 10 | 22 | 88 |
| 23 | Octari Ratnasari | 12 | 9 | 21 | 84 |
| 24 | Orlando Arya Saputra | 10 | 9 | 20 | 80 |
| 25 | Rifky Fathul Mubarak | 11 | 9 | 20 | 80 |
| 26 | Riarno Rizki Rafly Rahmawan | 12 | 9 | 21 | 84 |
| 27 | Siti Zahra | 7 | 9 | 16 | 64 |
| 28 | Wisnu Aji Pradana Syafie | 12 | 10 | 22 | 88 |
| 29 | Ibrahim Pasya Danya Endo | 8 | 10 | 18 | 72 |
| 30 | Muhamad Nur Hidayah | 11 | 10 | 21 | 84 |
| 31 | | 14 | 10 | 24 | 96 |
| Rata-rata | | 11,6 | 9 | 20,6 | 82,3 |

Student Material Test Results

The results obtained show that the average score of students in this lesson is 82.3. With the KKM standard for Indonesian language lessons being 75, it is said that the average score exceeds the KKM. This means that learning to 'appreciate drama' using audio-visual drama media has been completed, reaching an indicator with an average value of 82.3.

Apart from that, interviews were also conducted to determine the effectiveness of using audio-visual media in drama learning. The questions asked were about the suitability of audio-visual media with the subject matter and students' comprehension of the material presented.

The author took three people to be informants in this research. The first informant is the student who got the highest score. The second informant is the student who got the middle score. The third informant was a student who got the lowest score. The three informants were obtained based on the results of written tests carried out after learning (Hardiah, 2019).

Supporting the Effectiveness of Using Audio Visual Media in Learning to Listen to Drama

Based on the results of effectiveness tests in the form of observations and practice questions conducted on students, as well as interviews conducted with students and teachers at schools, the following things were obtained that support the effectiveness of using audio-visual media:

Maximum Fulfillment of Learning Components

In the criteria for selecting learning media, one of the criteria is the suitability of the media to the learning objectives. Teachers must be able to translate the learning objectives in the syllabus and then compile them into lesson plans. After the teacher knows the competencies he wants to achieve in his learning, then the new teacher can determine the type of media that suits his learning objectives.

In this drama lesson, the learning objective to be achieved is that students are able to determine and respond to the elements of a drama performance. Drama is a form of literature that shows human behavior, starting from the way humans laugh, get angry, sad, and even happy. Based on the learning objectives and the literary form to be studied, drama videos are chosen as learning media which can provide an overview or example of the conditions and situations of the drama performance stage.

Based on interviews conducted with student informants, two out of three informants said that drama was difficult subject matter.

(Informan III)

It's a little difficult at first, but after a while you get the hang of it watching the video, the material becomes clearer. (Informan I)

However, they said that the video did help them understand the drama material. This means that the aim of using media to help students understand the material is achieved.

Apart from that, the achievement of learning objectives is also reflected when students are able to explain the material taught again. Such as being able to mention the elements of a drama performance, being able to include examples, and being able to refute or add when discussing the elements of a drama performance.

Thus, the teacher is considered successful in interpreting the learning objectives described in a teaching and learning activity. This proves that the role of audio-visual media in this lesson material is effective as a learning resource.

Method

In relation to the use of media in learning, the completeness of learning facilities at Al-Hasra Middle School in general can change students' perceptions of the use of audio-visual media in learning. In this school, audio visual media is often used to fill free time after the lesson material is finished, or more precisely, it is often used as a means to relax from the pile of routine learning that is carried out.

The benefit is that students become accustomed to conditioning themselves if audio-visual media is involved in learning. It becomes easier for students to create a conducive classroom atmosphere. Meanwhile, the negative impact is that students are often lazy to note down important things from the videos shown. Students are actually addicted to watching these videos in subsequent lessons, so they think learning is no more interesting without this med.

Based on the results of these observations, a group discussion learning method with problem solving using stick media was chosen. The character of the students here also really likes to compete. So, the discussion method for solving a problem is very effective so that students can focus on the video to solve the problem given by the teacher. This was proven when sticks containing questions that had to be answered in groups were distributed, students listened to the video attentively.

One informant also said that learning using audio-visual media combined with discussion methods made it easier for them to understand the lesson material.

Evaluation

Apart from evaluating teaching, teachers also need to evaluate the media used in learning. This is done so that learning using media can be more effective and controlled.

After going through the media selection stage, then media use, then entering the media evaluation stage in learning. To ensure this, the author made observations when students listened, discussed, and carried out other activities during the lesson. This is done so that the evaluation that will be given at the end of the lesson can be given correctly. In this way, students are truly able to achieve the specified indicators (Hakim, 2018).

The indicator used to determine whether learning is effective or not is that students are active in the dynamics of learning in the classroom. After that, the final score obtained by students reaches the specified KKM.

Sisingamangaraja Tanjung Balai High School's Expectations for the Use of Audio Visual Media in Indonesian Language Lessons

In this modern era, everything is developing, both in terms of fashion, business, technology and education. However, it cannot be denied that in Indonesia education (in particular) has not experienced even development. There are still schools with minimal operational standards, such as inadequate school buildings, limited teaching staff, and limited books and teaching media that can be used. This proves that the progress of the times has not been felt by all Indonesian citizens.

Sisingamangaraja Tanjung Balai High School in this case strives to provide the best service for its students. The costs incurred for education are paid commensurately with maximum teaching facilities and services. Sisingamangaraja Tanjung Balai High School strives to provide complete learning facilities and infrastructure as well as the best educational services.

Therefore, in order to take advantage of and maximize this technological and educational progress, Sisingamangaraja Tanjung Balai High School hopes that all efforts to develop educational facilities and services that have been carried out can provide an increase in the quality of education at Sisingamangaraja Tanjung Balai High School in

Indonesia. Apart from that, it also produces students who are intelligent, moral and competent (Dalila, 2022).

With the availability of complete learning facilities, it is also hoped that the use of audio-visual media can maximize learning with various learning methods. In this way, students apart from gaining knowledge (theory), also gain learning experience that can be implemented in their daily lives.

Sisingamangaraja Tanjung Balai High School, by using audio-visual media in learning, can provide teaching variations for teachers and can increase teacher creativity in conveying messages to their students. So, the technological abilities possessed by teachers can also be applied to convey material to students even though the teacher is not from a background in technological education. This is also the school's effort to standardize the technological capabilities of teachers (in particular), so that all teachers can carry out computer-based teaching and administrative work.

Discussion

The results of the research show that there is good effectiveness in making students able to explain and analyze the content of the story and the moral message of the Pulau Si Marjan story through audio visual media and components that help students in explaining and analyzing the story and the moral message of the Pulau Si Marjan theater story. This is in line with research (Misnawati, Poerwadi, 2022) which states that teaching language and literature through the process of listening to literary stories must be done using appropriate tools or media so that later students can explain and describe the themes, content of the story and the moral message conveyed in a story on Pulau Si Marjan.

CONCLUSION

From the discussion above, it can be concluded that the language and literature learning process using audio-visual media and the components contained in this media can increase the effectiveness of increasing student literacy in explaining and analyzing story themes, story content and moral messages in theater stories. Si Marjan Island.

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