The Implementation of Characterization in "Delikan" Model

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Abstract
This article aims to provide an overview of one application of the characterization analysis of the novel "Di Bawah LindunganKa'bah" (HAMKA, 1991) in the "Delikan" teaching model. The target of this paper is to be able to apply the "Delican" model in characterization learning. The data source used is the characterization of the characters in the novel. The model used is a descriptive method, which describes several steps in how the author displays characterizations and the application in learning. Based on the findings, several ways were found in describing the characters in the novel, namely through the monologue of the characters and through the conversation of other characters. The next step in describing the character of the character is applied in "Delikan"model. The impact of this research is expected to produce a form of application of the "Delikan" model learning in the topic of the characterization of the character.

Keyword: teaching, characterization, "Delikan" Model

I.   Introduction

The word characterization is the basic word for character. Characterization means talking about the ways in which the author presents the character through the character, attitude, and behavior of the character. The method can be through the author directly telling the state of the characteristics and temperament of the characters in the story through the actions, behavior, and conversations of the characters themselves or through other characters in the story (Luxemburg, 1986). The depiction of the character can be done by telling the psychological and physical condition of the character (Luxemburg, 1991). Characterization can be done in an analytical, dramatic way, or a combination of both. The analytic method is used by the author to reveal or describe the characters directly. While the dramatic way is by describing the place or environment of the characters, describing the dialogue between the characters or the dialogue of other characters about the main characters, showing the thoughts of the characters or the opinions of other characters about the main characters and telling the behavior of the characters.

Teaching characterization can use various learning models, one of which is the "Delikan" learning model, which is an abbreviation "de=hear" (listen), "li=see" (see), and "kan=do" (do). "Delikan" is a CBSA (Active Student Learning Method) teaching model by combining expository and inquiry learning models (Nasution, 2002). This teaching model emphasizes student learning activities, starting with listening activities followed by seeing activities, and ending with working activities (Putera, 1992).

The method used is descriptive method (Arikunto, 2012). This method is used to describe the results of research conducted through classroom action research on STKIP YasikaMajalengka of students of Bahasa Indonesia Department in the odd semester 2002/2003 Academic Year in the prose subject.

Previous research that applies the "Delikan" learning model has been carried out by OktalisaPutriWardhani regarding development of student worksheets in mathematics for circumference and area of flat shapes using calculators. The difference with this research is in terms of the topics studied.

II.   METHOD

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the results of research conducted through classroom action research on STKIP YasikaMajalengka of students of Bahasa Indonesia Department in the odd semester 2019/2020 Academic Year in the prose subject.

III.   THEORETICAL REVIU

When someone reads a story, then he will ask about the character. According to (Sudjiman, 1988:16) character is a fictional individual who experiences events in various events in the story. Based on its function, characters in the story can be divided into two types. The first is the main character and the second is the minor character. In determining the criteria for the main character, it is not seen from the frequency of their appearance but the intensity of the character's involvement in the events that build the story (Sudjiman, 198:18). While the minor character is a character who is not central to his position but his presence is needed to support the main character. Sometimes the actual minor character is difficult to call a character, because he can be said to have no role in the story (Aminudin, 1987).

Based on the way of presenting the characters in the story, they can be divided into two, namely flat characters and round characters. Flat characters are characters that only one aspect of their character is highlighted, including those who are stereotypical, for example the stepmother who is always depicted with a cruel character. However, it does not mean that only stereotypical characters can be classified as flat characters, but also characters whose dominant character is highlighted (Sumardjo, 1980). Flat characters are widely used in "wayang" stories and didactic stories which generally do not require character development. The function of the protagonist as an exemplary character is highlighted by only highlighting the nature that must be imitated, while the round character according to Forster (in Sudjiman, 1988:21) is a character that can be seen in all aspects. Weaknesses and strengths that give the impression of black and white. The various aspects of his character are not shown at once but gradually (Junus, 1993). Thus, a round character is able to give a surprise because it suddenly appears or an unexpected aspect of its character appears.

However, it should be emphasized that there is no character that can truly be called a flat character or a round character. The truth is that there are characters whose flatness or complexity is accentuated more. The definition of flat and round is generally used relatively only.

There are several characterization methods, including:

1. Analysis Method

The analytical method is a method in which the author through the narrator tells the characterization, desires, thoughts, and feelings. Sometimes by inserting a flash (allusion) or comment statement agrees or disagrees with the characterization. So, in a fictional story, the author can only describe the character's character.

2. Indirect Method (Demonstrative or Dramatic)

In this method, the characterization can be inferred by the reader from the thoughts, conversations, and actions of the characters presented by the author (Elliot, 1991). Even from his physical appearance and from the description of the environment or the place of the character. The words or actions of the character as well as the thoughts of the character described by the author can imply the nature of his character. His physical appearance is like long or neat, expensive clothes don't match, and so on which can imply that the character doesn't care, likes order, or has certain tastes, and so on.

3. Contextual Method

With this method, the characterization can be inferred from the language used by the author in referring to the character, for example the author describes character A with the words The wolf licking the woman's whole body with her wild gaze, so from that statement we can conclude how the character of character A is.

The three methods above are generally used together in a literary work or two of them are combined. Sometimes with the use of one method is dominant. The complex characterizations seem to have been made possible and stimulated by the increasing application of psychology in the production of fictional stories.

According to (Janvan, 1986:171) characterizations can be seen through explicit character descriptions, namely the character of a character can be described by the commentator of another character. The words of a character about another character cannot always be trusted, but at least they can describe his character as well.

Kusdiratin (1978:76) suggests that the way of depicting characterizations can be through depicting the physical condition of the character, the character's way of thinking, direct introduction by the author, the attitude of the character in reacting to other characters, natural conditions that affect the character, or through the conversation of the character.

According to Eellek (in Kusdiratin, 1978:81), the way the author describes the character

of the character can be divided into two types, namely flat character and round character. round characters instead.

In its application for teaching characterization, it can be applied using the "Delikan" learning model. According to Sudjana from Suwariyah (1991:58) the "Delikan" teaching model is one of the simplest CBSA learning models. It is said to be simple because it is easy to practice. The level of student learning activity is not too optimal so it is included in the low category. This model is appropriate to be used to teach teaching materials that are facts and concepts (Banathy, 1992). The mental activities of students in using this model are remembering, recognizing, explaining, distinguishing, concluding, and applying. This model emphasizes participatory information (Beyer, 1999).

As the name implies, in this model there are three student learning activities, namely listening, seeing, and working. Listening means paying attention and capturing the meaning of the description given by the teacher about the subject matter. More broadly, the listening process is not limited to teacher descriptions, but also from descriptions of other instructional media, namely from recordings, discussions, plays or socio-drama performed by students, and other similar activities. The seeing process is the activity of students in observing the teacher's demonstration, observing how things work, observing examples of problem solving done by the teacher, reading books or other readings. The seeing process is a continuation of the listening process, so that students better understand the teaching materials explained by the teacher, so that students better understand the teaching materials explained by the teacher. The work process is the activity of students in doing learning tasks given by the teacher in the context of applying or using concepts, teaching materials, for example doing exercises, discussing problem solving (Sanjaya, 2011). Fill out worksheets, or write essays. In this work process, students are expected to better master the concepts of teaching materials that have been explained by the teacher.

1. Model Usage Procedure

Pre-instructional

This stage is intended to condition learning readiness and learning activities. This apperception activity (repeating old material), telling specific teaching objectives and lesson materials (principals) as well as information on learning activities are activities that must be done by the teacher before discussing teaching materials.

Instructional Activities

Listening Process

This stage aims to deliver students to the teaching material (Suwariyah 1991). At this stage, students listen to the teacher's discussion of teaching materials. Thus, the learning process starts from the lecturer's description of the subject matter. The description must be systematic and the content of the description starts from the conceptual information contained in the teaching materials and then gives examples. Use props if deemed necessary, give students the opportunity to ask questions if it is not clear. Student activities are not optimal because they are limited to listening, writing, and asking questions. The teaching method used by the teacher is lecture and question and answer

Seeing Process

This stage aims to clarify the understanding of the teaching materials that have been discussed in the first step. For this reason, the teacher shows examples of using the concept of teaching materials in the form of problem solving (Sri,2001) . Students are required to observe or read the description in the source book. If students are still not clear, the teacher appoints another student to work on an example of using the concept of teaching materials in problem solving on the blackboard. The teaching method used by the teacher is demonstration and task training.

Doing process

At this stage, students perform optimal learning activities. The teacher provides exercises or problem-solving tasks with patterns in the seeing process, for example observing something, reporting readings, and answering exercises. Student learning activities can be individually or in groups. These activities can be carried out in the laboratory, library, or outside other classes if deemed necessary. The role of the lecturer is to provide assistance and guidance as well as to facilitate learning such as providing the necessary learning materials. Teachers monitor and assess student learning activities must also be able to foster student learning motivation.

IV.   FINDING AND DISCUSSION

The application of the "Delikan" model was carried out on students of STKIP Yasika Indonesian Language Study Program Semester V of the Prose subject for the 2019/2020 academic year. The steps taken in applying the "Delikan" model are as follows:

Cycle I

The first step is to divide the class group into four groups. Each group consists of six students. In the listening process, the teacher explains the theory

about characterization. After that the teacher shows an example of an analysis as follows.

The lecturer describes how the author describes the characterization in the novel *Atheis* by HAMKA. The description is not emphasized only on the main character but on other character, namely side characters.

The characters in this novel include Hamid, Zainab, Haji Ja'far, MakAsiah, Pak Paiman, and Saleh. As the main character of Hamid.

How to describe the characterization through the following character conversation;

When my friends were having fun joking, letting go of my free heart, I just sat at home near my mother, doing what I could to help. Sometimes he also told me to play games, but my heart could not be happy as friends. Because joy is not an adaptation from the outside, but carried away by causes that can bring joy. Especially when I remember how he often hides his tears near me, so that I can't fall away from him (p.7). Every night I sit in stay in the Grand Mosque, my prayers have gone to the green sky soaring into the unseen world together with the requests of all creatures that come true (p.33). In the past, I had despaired of living, sometimes crossed my mind, wanted to taste the delicious light of the sun, as another person, because my life depended on it (p.45). There is not a rope on which I depend other than your rope. I will knock on none other than Your door (p.51). In the past I had despaired of living, sometimes it crossed my mind that I wanted to kill myself. Now, I want to live, I want to taste the good light of the sun. As other people too, because the dependence of my life already exists. (p. 45). There is not a rope on which I hang other than Your rope; I will not knock on one other than Your door. (p. 51)

How to describe it through the dialogue of other characters

Seen in the quote below:

The woman likes to eat betel, her face is clear, friendly and loving. Pak Paiman, who has become a lone person to maintain the yard, has never heard a loud voice from him. (p. 10). Her daughter was still small obediently, apparently she was very loved because she only had one child. (p. 10). His gentle speech from MakAsiah, is also an upbringing from her husband, a wealthy man who is very kind to the poor. It is said that the wealth he got was the result of his own efforts and sweat, not an inheritance from his parents. In the past he was also a poor man, but thanks to his conviction, his share of the door of livelihood was opened. Even though he is already rich, he never forgets his past situation, he is very aware of seeing poor people, quick to give help to

those who need it. (p. 11). Zainab never saw me as someone else, nor was she ever arrogant, presumably because of the kindness of her parents' upbringing. (p.12).

The next stage the teacher gives this task related to the "kan" component. Students are given the task of working on assignments that contain the definition of character and characterization, explain the types of characters, explain and give examples of characterization analysis methods.

Cycle II

In the second cycle stage, the lecturer performs apperception by briefly reviewing the topics that have been explained at the previous meeting. After the class conditions are conducive, students present topic assignments related to the type of character, characterization analysis methods, how to describe characterization. Lecturers observe and assess student activities when presenting group assignments. The "do" component is more visible in this activity. Based on the process of working on assignments and presentation of assignments, this "Delikan" model can still be used for learning characterization analysis.

At the evaluation activity stage, the lecturer suggests the student's learning process during the work process based on the results of teacher monitoring while students are working on assignments. Next, the lecturer explains how to correct deficiencies by providing suggestions and improvements. When checking student work and giving assessments, it is done one by one, it can also be done together with students. The teacher appoints several students to present the results of their work orally in front of the class. The teacher commented on the lack of the assignment. In this cycle 100% of the students did the assignment even though there were still some shortcomings in completing the task content. Students are also trained to make conclusions from the tasks they have done in groups. Students are given additional tasks to increase the strengthening of their understanding in the topic of characterization. In addition, students are also given assignments to read more complete theories.

Follow-up activities carried out to evaluate the results of the evaluation of the learning process need to give homework assignments to students, especially those who are concerned with teaching materials that they have not understood. Homework assignments can be given in the form of doing questions, making an overview of books, reading theory books, making short essays, or other appropriate assignments. If the results of the evaluation are considered successful, all students are

given an enrichment task so that the mastery of learning materials can be deeper and broader, for example, students are asked to read the material for next week.

V.   CONCLUSION

The "Delikan" model is not the only the best model for teaching, nor are other learning models. A good model is an effective model used in the learning process. Lecturers can apply any learning model that is considered suitable for the topic they teach. The "Delikan" model is a model that maximizes listen, see, and do. The three components can be done simultaneously or can be done one by one. The material used can be developed in an interesting way so that students do not feel bored to complete the learning process in certain topics. Lecturers must be able to present teaching materials in a simple way so that students can understand them. In addition, the teacher must be able to use teaching aids that are in accordance with the topics discussed. Classroom management must also be managed properly so that students feel comfortable learning. The assignments given to students are made interestingly so that students feel interested in completing the tasks given by the lecturer. and does not make students, determine learning tasks, manage classes, and recognize student characteristics.

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