

IMPROVING THE ABILITY OF WRITING ONE-CHAPTER DRAMA TEXT WITH THE PICTURE AND PICTURE LEARNING MODEL OF VIII CLASS STUDENTS SMP NEGERI 1 AMANDRAYA

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ABSTRACT

This study aims to determine whether there is an increase in the Picture and Picture learning model on the students' ability to write one-act drama scripts in class VIII SMP Negeri 1 Amandraya.

This type of research is a classroom action research with research subjects, students of class VIII-2 SMP Negeri 1 Amandraya, totaling 32 people. The object of this research is the student learning outcomes in writing a one-act drama script. The I and II learning outcomes tests are in the form of products. In testing the hypothesis classical completeness is used, namely the number of students who meet or more than the minimum KKM is 75%.

The results of the research cycle I the average value of students 72.81 with 10 students or 34% complete. The lowest score in the first cycle was 60 and the highest score was 83. Furthermore, in the second cycle the students' average score increased to 79.5 with 93.75% completeness or 30 students. The lowest value in the second cycle was 72 and the highest value was 88. The results of the calculation were that classical completeness in the second cycle was greater than the minimum classical completeness, namely $93.75% > 75%$. It can be concluded that the application of the picture and picture learning model can improve student learning outcomes in writing drama scripts

1. INTRODUCTION

Writing is a language skill that is used to communicate indirectly. Writing is an active and productive activity and requires an orderly way of thinking expressed in written language. A person's skills to express ideas, thoughts, ideas, knowledge, knowledge and experience as a productive skill. Many authors agree that 90 percent of a writer's ability is generated through learning: writing exercises and writing exercises. Only 10 percent is related to the talent factor. That is the opinion of William Faulkner, the American writer. According to Putu Wijaya, an Indonesian writer, the talent factor is no more than 5 percent. That means the talent factor is not dominant enough to lead someone to become a writer or not. In fact, the learning factor is quite dominant.

One of the writing activities in learning Indonesian at junior high school is writing drama scripts. Writing a drama script is contained in the syllabus with a competency standard of 8 writing: Expressing thoughts and feelings through creative drama script writing activities. Basic competency 8.1 "Writing creatively one-act drama script by paying attention to the originality of ideas."

In fact, the students' ability in learning to write drama scripts is still lacking. It is proven that students' interest in writing drama scripts is still low. Based on the results of an interview with Mr. Sinjo Buulolo, S.Pd. as an Indonesian teacher at SMP Negeri 1 Amandraya that the students' ability to write drama scripts in grade VIII was still unsatisfactory. The average grade score is 63 with the highest score 83 and the lowest score is 50. KKM Indonesian language subjects 75. It was found that there were still students who had scores below the KKM score.

In these observations, various problems that often arise as the cause of students' low writing skills are found, namely the lack of students' ability to express ideas or ideas to be written down, lack of vocabulary, and the ability to write coherent sentences. In addition, the learning methods used by the teacher also tend to be monotonous and do not vary which causes student interest to decrease.

Based on the description above, improvements in learning are needed that can encourage students as a whole to be active in expressing their ideas in writing. Therefore, it is necessary to hold further research in improving learning outcomes to write drama scripts. In improving learning outcomes to write drama scripts, the authors use the picture and picture learning model.

The use of the picture and picture learning model in learning drama script writing skills is expected to be useful to help students overcome problems in writing drama scripts. The picture and picture learning model can be explored or explored to help improve the ability to write drama scripts. The picture and picture learning model can be used in drama script writing skills because by seeing pictures, students will be carried away in their imaginations and this can help them pour creative ideas and ideas into the form of a drama script. One effort that can be done is to use the right learning model.

Therefore teachers are required to be able to design, compile, and use appropriate learning models for each subject matter so that teachers can carry out their duties effectively, efficiently and students can have a complete and meaningful understanding of the subject matter presented so that they can improve their abilities professional.

Based on this, the researcher assumed that by using the picture and picture learning model students were invited by the teacher to observe a picture, then expressed it using words, so the students would find it easier to do. There are reasons that cause researchers to think that using the picture and picture model in learning short story writing skills will make it easier for students because students will be motivated to write and express their feelings after observing a picture.

Based on the background of the problem above, the research problem can be formulated as follows:

1. What is the ability of grade VIII students at SMP Negeri 1 Amandraya in writing drama scripts using the picture and picture learning model?
2. Can the application of the picture and picture learning model improve students' drama script writing skills?

2. METHODOLOGY

This research is about learning to write a one-act drama script using the picture and picture learning model. It is a classroom or school based research that uses a classroom action research design (PTK). Classroom action research is research that raises actual problems carried out by teachers which is an examination of learning activities in the form of actions to improve and improve learning practices in the classroom in a more professional manner (Mulyasa, 2009: 10).

The study used a classroom action research design designed in two cycles, namely the action process in cycle I and cycle II. Classroom action research (CAR) is carried out in a cyclic assessment process in each cycle, namely (1) planning, (2) action and observation, and (3) reflection in each cycle.

The CAR entitled "Improving the Ability to Write One Chapter Drama Script with Picture and Picture Learning Model for Class VIII Students of SMPN 1 Amandraya". The subjects of this study were 32 students of SMPN 1 Amandraya class VIII 2 (two).

This research was conducted at SMPN 1 Amandraya which is located on Jalan Nias Tengah No.66, Amandraya sub-district, Nias Selatan district, North Sumatra. The time of this research was carried out in the odd semester of the 2020-2021 learning year, namely from August 2020 to September 2020.

The assessment carried out in this study was the assessment of the results of students' script writing learning outcomes which consisted of seven aspects.

The results of the assessment are carried out by adding up the overall score from each aspect of the assessment. The maximum score a student will get is 100.

The data analysis used to solve the problems presented in this study is descriptive analysis, which explains the increase in the change in the ability to write one-act drama scripts. The analysis aims to describe the situation of students on the subject of writing a one-act drama script by carrying out observations to determine students' abilities towards the material and as information in taking considerations, in carrying out efforts to improve existing weaknesses.

The data obtained from the test results are given, will be analyzed using the PPS (Student Mastery Percentage) calculation.

The indicators of success in this study are determined based on the success of the process and product as follows.

1. The success of the process

This process can be said to be successful if in the implementation of the student's actions he pays attention to the time of learning, students are enthusiastic about learning, actively ask and answer questions, actively work on assignments, and students are on time in collecting assignments.

2. Product success

The success of the product can be seen from the results of the students' writing in writing a one-act drama script using the picture and picture learning model. This can be seen through the value, if 85% of students in the class get more than the KKM or the same as the KKM score in Indonesian, which is > 75.

3. RESULT AND DISCUSSION

Based on the observation of the assessment of each aspect from cycle I to cycle II above, it can be observed that the average value of each aspect increases. Especially in the aspect of originality of ideas, which was 3.5%.

Table 4.10
Recapitulation of Data Analysis Results

Data	Results of Data Analysis		Percentage of Increase Data Cycle I-Cycle II	Description
	Cycle I	Cycle II		
Class Grade Average	72,81	79,5	6,69%	Occur Enhancement
Student learning completeness	31,25%	93,75%	62,5%	Occur Enhancement

Based on the data in the table above, a comparison of cycles I and II can be seen. It is known that the results of the one-act drama writing test using the picture and picture learning model in class VIII students of SMPN 1 Amandraya have increased by 6.69% for the class average grade, and 62.5% for student learning completeness.

In cycle II there are no more deficiencies because learning is in accordance with the learning plan. The average value obtained in the second cycle increased to 79.5 with a percentage of learning completeness of 93.75%. These results have reached the established performance indicators. The results of the evaluation cycle I to cycle II have shown changes in student learning outcomes.

4. CONCLUSION

Based on the classroom action research carried out, it can be concluded that there has been an increase in the skills of writing one-act drama scripts using the picture and picture learning model in class VIII 2 students at SMP Negeri 1 Amandraya. This increase occurred gradually from cycle I and cycle II to increase student product results. This happens because the students' enthusiasm in writing, students are enthusiastic when presented the characters in the pictures.

Product improvement using the picture and picture learning model in writing a one-act drama script can be seen from the students' work. In the first cycle, the students' average score increased to 72.81 with 10 students completing the test. The weakness in cycle I is that some students still have difficulty imagining, relating to their understanding and experiences. Character development is still not successful because students are still fixated on one character only. The writing of the plot is not coherent, the setting is not clearly described and the originality of the idea of writing a drama script is less varied. There are 22 students out of 32 students who have not completed yet.

One of the steps taken to correct deficiencies in cycle I was carried out in cycle II where the researcher used images that gave rise to many characters so that the written drama script was more varied and did not rely on just one character. The deficiencies in cycle I were not found again in the second cycle. It is evident from the improved student learning outcomes in cycle II. In the second cycle the students' average increase to 79.5 with completeness of 93.75%, or 30 students. Thus, from cycle I to cycle II, there was an increase in student learning outcomes. Aspects that greatly influence the improvement of student writing results are the elements of character and character, plot, setting / background and originality of ideas.

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