



IMPROVING WRITING DRAMA SCRIPT SKILLS USING VIDEO AS MEDIA ON YOUTUBE CHANNEL FOR CLASS VIII STUDENTS OF SMPN 1 SARADAN

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ABSTRACT

Writing is one of the skills that students must learn in text-based learning in Indonesian learning subjects. Writing drama scripts is one of the writing skills that must be learned by junior high school students, which is one of the competencies contained in Indonesian subjects that must be achieved by students. Therefore, it is important for teachers to apply appropriate learning media in accordance with current technological developments so that teachers and students can achieve the learning objectives. Youtube can be used as a learning medium to improve writing drama script skills for class VIII junior high school students. Type of the research is Classroom Action Research. The collected data are analyzed using quantitative methods and described in a descriptive way. The results indicate that through YouTube, the writing skills of Class VIII students of SMPN 1 Saradan can be improved. It can be seen from the pre-cycle where the number of students' achievement in writing drama scripts was 53.5%, in cycle 1 was 75%, and in cycle 2 was 92.8%. It implies that YouTube is highly effective to increase students' interest and writing skills. Apart from that, YouTube can also help educators to explain the learning materials for students that cannot be described directly.

Keywords: learning media, writing skills, youtube

MENINGKATKAN KETERAMPILAN MENULIS TEKS DRAMA MENGGUNAKAN MEDIA VIDEO DI KANAL YOUTUBE PADA SISWA KELAS VIII SMPN 1 SARADAN

ABSTRAK

Menulis merupakan salah satu keterampilan yang harus dipelajari siswa pada pembelajaran berbasis teks dalam mata pelajaran Bahasa Indonesia. Menulis naskah drama merupakan salah satu keterampilan dalam menulis yang harus dipelajari oleh siswa sekolah menengah pertama, yang berarti salah satu kompetensi yang terdapat pada mata pelajaran Bahasa Indonesia yang harus dicapai oleh siswa. Oleh karena itu, penting bagi pengajar untuk menggunakan media pembelajaran yang tepat sesuai dengan perkembangan teknologi saat ini agar pembelajaran dapat mencapai tujuannya. Youtube dapat digunakan sebagai media pembelajaran dalam meningkatkan keterampilan menulis naskah drama pada siswa SMP kelas VIII. Jenis penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Data yang dikumpulkan akan dianalisis menggunakan metode kuantitatif dan dijabarkan dengan cara deskriptif. Hasil dari penelitian adalah youtube memberikan peranan yang besar dalam meningkatkan keterampilan menulis siswa Kelas VIII SMPN 1 Saradan. Dilihat dari prasiklus dimana jumlah ketuntasan siswa dalam menulis naskah drama sebesar 53,5%, pada siklus 1 sebesar 75%, dan pada siklus 2 sebesar 92,8%. Hal ini membuktikan bahwa youtube sangat efektif dalam meningkatkan ketertarikan dan keterampilan menulis siswa. Selain itu, youtube juga dapat membantu pendidik untuk menjelaskan kepada siswa terkait materi yang tidak dapat digambarkan secara langsung.

Kata Kunci: media pembelajaran, keterampilan menulis, youtube

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INTRODUCTION

One of the student learning in Indonesian subjects is text-based learning. This learning aims to focus students on understanding a text to create texts. Texts in Indonesian are very diverse, including drama texts, fantasy stories, reports, descriptions, poetry, speeches, and so on. With

text-based learning, students are expected to be able to create and use text according to their social functions and goals. According to its use, the social function and purpose of student learning are to become a source of self-actualization in the academic socio-cultural context. The purpose of

this text-based learning, besides being a means of communication for students, is also a tool to develop students' thinking skills. In helping students' thinking power, it will also trigger the development of student creativity. One of the skills that can trigger the development of student creativity is writing. Through writing activities, students can develop and express ideas, thoughts, feelings, and experiences to other people indirectly (Putri et al., 2021). Thus, students must master writing skills after learning different language skills such as reading, listening, and speaking.

Writing skills are one of the skills that students must learn in text-based learning in Indonesian. Writing drama scripts is a skill that junior high school students must learn. Writing drama scripts is one of the competencies in Indonesian subjects that students must achieve. Writing skills are language skills apart from reading, listening, and speaking (Mansur, 2022). Writing skills are skills that require other skills to learn. This writing skill requires understanding linguistic and non-language elements to produce good, coherent, and easily understood writing by all readers. Only some people can write quickly and satisfactorily. There needs to be inspiration to start an idea or ideas. In addition, the low interest of students to read is a particular difficulty faced by educators in delivering material. Meanwhile, to be able to write, reading skills are needed. A result of low interest in reading will also result in a low interest in writing (Talia & Sudiana, 2022).

In carrying out learning, learning media is needed to help students achieve learning goals. In the current era, many learning media utilize technology. With the development of existing technology, teachers must be able to balance the style or method of teaching and learning media to develop the times for the teaching and learning process (Saputra & Sudrajat, 2022). Using technology as a learning tool is considered very effective and efficient. Learning that uses technology effectively increases children's understanding because many sources on social media are more interesting than books. When using learning media in the form of books, students lose motivation because they are bored (Permana, 2018). So that students need help

absorbing the material presented. This is a tool used by teachers to assist in the process of conveying information to students.

The use of the right tools influences the success of the learning process. Therefore, educators must be able to choose learning materials according to learning objectives. Youtube is one of the media that teachers can use. Youtube is one social media where students can understand learning material from the displayed videos. YouTube is free; all videos are uploaded for free by linking a Google account to YouTube (Aqila & Ardina, 2021). Teachers, as educators, can use YouTube social media to present interactive material to students to enhance student learning. In addition, by learning using YouTube, students can study whenever and wherever they want.

Previous research (Andriani, 2022) revealed that the skills in writing one-act drama scripts through YouTube media showed an increase. This increase can be seen based on the tests conducted by class XI students of SMA Negeri 1 Bambang. This is in line with research (Adam, 2019), which states that the use of the serial YouTube video method can improve students' writing skills as evidenced by an increase in learning outcomes quantitatively, namely increasing the average student score from 66.92 to 78.32 from the ideal score 100. Another study belonging to (Haniyyah & Hanik, 2022) shows that YouTube video learning media is proven to improve fifth-grade students' writing skills and enthusiasm at SD Negeri 04 Margoyoso Odd Semester for the 2021/2022 academic year. Furthermore, research (Arizal et al., 2021) explains that students' abilities in writing news texts using YouTube video media have increased. This can be seen in the results of tests carried out in the teaching and learning process conducted in class VIII of Kartini's private junior high school. This increase in average value proves the success of learning to write news texts using YouTube video media.

One of the materials that can be learned using video YouTube is information about writing drama scripts for class VIII students of junior high school. In this material, students will be asked to pay attention to various playwriting elements and

produce their own drama scripts. Therefore, many students find it difficult to start writing the drama script, so there is a need for innovative learning media to help students understand the material. The purpose of the authors of this study was to analyze how the role of YouTube in improving the skills of writing drama scripts in class VIII students of junior high school.

LITERATURE REVIEW

Learning Media

The learning media can be interpreted as a tool of hardware or software used to deliver materials by teachers to students in the learning process. The use of learning media is expected to be more quickly accepted by student learning materials and attract students to learn (Puspitarini & Hanif, 2019). Learning media are grouped into two groups based on technological developments: traditional media and advanced technology media. Audio recording and print media are part of traditional media, while the latest media technology among them is telecommunication-based and microprocessor-based media (Widodo & Wahyudin, 2018). The use of appropriate learning media can have a significant effect on student learning outcomes. Research (Pamungkas & Koeswanti, 2021) states that video learning media can affect student learning outcomes. Based on the research results, instructional video media can change student behavior because it can motivate and create a sense of success and increase a sense of enthusiasm in students.

YouTube

Youtube is an online video-sharing platform. Teachers use Youtube to share learning videos from their channel or others with students via WhatsApp (Zaini et al., 2021). YouTube and other social media are used as educational material sources and effective learning and self-training tools, especially among MBA students. The YouTube platform seeks to be utilized by teachers to convey knowledge through videos. This YouTube platform is one of the crucial inputs for the teaching curriculum and is also recognized as a study aid by students (Roy, 2023). YouTube as a learning material or tool was investigated by (Zhou et al., 2020); the study

employed social cognition theory and considered various contributing factors, for example, using YouTube as educational material, attitude, previous users' experience, the sociability of YouTube, and the learning outcome expectation. Another study stated that videos on Youtube could be used as an Audio Visual learning media that helps teachers provide material at school. This also allows teachers with limitations to convey material they have not mastered and helps with the lack of musical instrument facilities in schools (Rahmaturrizki & Sukmayadi, 2021). According to (Suwanto et al., 2021), using the YouTube media platform as a learning medium in biology subjects is very good, especially in learning activities, because through the YouTube application, students can learn or hear direct explanations directly from the teacher. Based on the research results on using YouTube as a learning medium, it has increased student learning activities and raised discussions when discussing the subject matter, both with friends and teachers who teach. The importance of using YouTube in learning (Wazdy & Hindun, 2022): "YouTube is an alternative media that can be used in learning activities. Among the benefits of YouTube are that it can provide examples or teaching materials to students, students don't get bored in learning, it becomes a media for students in collecting assignments, and so on."

Writing Skills

According to (Arizal et al., 2021), writing skills are: "the ability to express ideas, opinions, and feelings to other parties through written language. With his writing, one can disclose various feelings, ideas, and wishes to others without having to meet face to face. In principle, the main function of writing is as an indirect means of communication. Thus students must have skills in writing using the correct language. In addition to writing skills, two elements must be mastered by students, namely elements of language and non-language. Elements of language are related to aspects of grammar, such as spelling, structure of sentences, cohesion, and coherence, as well as elements of language other. Elements non language relating to ideas or ideas in writing that includes elements outside of

grammatical aspects such as the knowledge and experience of the author."

Writing is foundational in daily life and academic achievement. In primary grades, for example, students are expected to write in narrative, informational, and opinion genres for various discipline-specific tasks, purposes, and audiences. However, writing is one of the most challenging skills to develop because it involves coordinating and juggling multiple processes and draws on several language and cognitive skills. This is evident in the US National Assessment of Educational Progress (NAEP), which has consistently shown that only about a quarter of school-aged students write at or above proficiency (Kim et al., 2021). Writing is not only about linguistic skills; it also involves general problem-solving mental activities (cognitive). In writing, writers must simultaneously handle several sub-processes, such as developing content, coherence, readership awareness, and linguistic choices (Yusuf et al., 2019). Students have two different perceptions of the improvement of their writing skills, which can be positive or negative depending on how basic writing strategies, methods, and certain media are utilized in the learning process (Zulaiha & Triana, 2023). Writing skills must be owned by students starting from the lowest level; without having adequate writing skills from an early age, children will experience learning difficulties in the next period. This ability will develop if supported by reading activities and their wealth of vocabulary (Wardani, 2020).

Drama Text

In learning to write at school, students will certainly not immediately master writing skills; the writing ability itself must be based on lots and regular practice and practice so that students will find it easier to express their story ideas. Drama text is one of the writing skills that must be mastered by students (Supini et al., 2021). Drama text is one of the literary works in the form of fiction, which contains life stories in the form of dialogue. Drama text is a written work that includes a story (play). Drama texts can describe characters, fate, and conflicts between the characters played (Novitasari et al., 2020).

According to (Khaerudin et al., 2019), drama is a play or story in the form of life stories in dialogues and characters' actions containing human conflict. Writing drama scripts is the creation of literary works based on human life conflicts that have life values, which are presented in the form of dialogues, namely values that have meaning in life, which direct and improve the quality of our lives as humans. Writing drama texts must be able to formulate themes and ideas so that they can describe all the elements in the text/drama script. The elements in question are the characterization and naming of characters, creating dialogue, establishing plots, and determining the plot/setting (Asis Nojeng et al., 2021).

REASERCH METHOD

This research uses a type of research, namely Classroom Action Research (CAR). Classroom action research is applied in the classroom and aims to increase the effectiveness of teaching and learning in schools (Farhana et al., 2019). Data collection techniques used observation to obtain primary data and literature review from various sources of books, articles, and websites to obtain secondary data. The collected data will be analyzed quantitatively and will then be described using descriptive research. Descriptive research aims to get information about a topic or describe facts from a certain point of view when the research is conducted (Abdullah, 2017). Thus, this research will be analyzed and then described descriptively to obtain an overview of the facts of the problems in the study.

This research was conducted in class VII G of SMPN 1 Saradan, with the material for writing a drama script of at least one act. This research was conducted from March 13 to May 13, 2023. The number of samples studied was 28 students, with 15 boys and 13 girls. The minimum mastery criterion limit used in writing drama scripts in this study was 75. In this study, three cycles were carried out to determine the improvement in writing skills of class VIII students of SMPN 1 Saradan, namely pre-cycle, cycle 1, and cycle 2. Pre-cycle was carried out to find out how far where is the skill of writing

drama scripts by class VIII students before using the media youtube as a learning medium. Furthermore, Cycle I and Cycle II are used to see how the skills of writing drama scripts by class VIII students improve after using the media youtube as a learning medium.

RESULTS AND DISCUSSION

Based on the results of observations made before treatment (pre-cycle) in class VIII G of SMPN 1 Saradan, researchers could see that there were still many deficiencies in students' skills in writing drama scripts. Of the 28 students, only 15

were considered complete writing drama scripts. The success of class VIII G in writing drama scripts is only 53.5%. Meanwhile, the average score obtained in one class is 73.6, which is still very low and below the KKM. The aspects assessed in this study are the attractiveness of the story, the development of sentences, the completeness of the structure, and the accuracy of language rules. Of all the aspects to be assessed, the pre-cycle shows that the average score for each element is still lacking or below the KKM. The average result of the acquisition value pre-cycle in each aspect can be seen in Table 1 below:

Table 1. The average value of the initial data

Rated aspect	Average value
Story Attraction	72,8
Sentence Development	74,5
Structure Completeness	74,2
Accuracy of Language Rules	72,8
Overall Average	73,6

Furthermore, in Cycle I research, the success of class VIII G in writing drama scripts increased by up to 75%. Of the 28 students, 21 were judged to have completed writing drama scripts. However, there are still 7 students whose grades are still below the KKM or incomplete. Meanwhile, the average value obtained in one class is 77.1, which has increased from a pre-

cycle of 3.5 points. The number of students who passed increased by six people, with a percentage increase of 21.5%. Of all the aspects to be assessed, cycle 1 shows that the average score for each aspect has met the KKM. The average results of the acquisition of Cycle I value for each aspect can be seen in Table 2 below:

Table 2 . The average value of cycle I data

Rated aspect	Average value (Cycle I)
Story Attraction	77,3
Sentence Development	76,2
Structure Completeness	77,9
Accuracy of Language Rules	76,9
Overall Average	77,1

Finally, in the 2nd Cycle of research, the success of class VIII G in writing drama scripts increased to 92.8%. Of the 28 students, 26 have been assessed as having completed writing drama scripts. However, there are still two students whose grades are still below the KKM or incomplete. Meanwhile, the average score

obtained in one class is 84.4, which has increased from the pre-cycle of 7.3 points. The number of students who passed increased by five people, with a percentage increase of 17.8%. Of all the aspects to be assessed, cycle 2 shows that the average score for each aspect has met the KKM. The average results of the acquisition of Cycle

two values for each aspect can be seen in Table 3 below:

Table 3 . The average value of cycle II data

Rated aspect	Average value (Cycle II)
Story Attraction	84,4
Sentence Development	85,3
Structure Completeness	82,2
Accuracy of Language Rules	85,5
Overall Average	84,4

In Tables 1, 2, and 3, it can be seen that there was an increase in the writing skills of class VIII G students of SMPN 1 Saradan in writing drama scripts. Improvement in skills can be seen

from the value of each aspect in assessing drama scripts. Significant improvement from pre-cycle to Cycle I, then Cycle II, can be seen in Table 4 below:

Table 4 . Increasing the average value of each cycle

Rated aspect	Average increase (From Pre Cycle to Cycle 1)	Average Improvement (From Cycle 1 to Cycle 2)
Story Attraction	4,2	7,1
Sentence Development	1,7	9,1
Structure Completeness	3,7	4,3
Accuracy of Language Rules	4,1	8,6
Overall Average	21,5	17,8

Table 4 above shows that YouTube media can improve the skills of writing drama scripts in Grade VIII Middle School students. From the data above, it is concluded that it is proven by the use of video media on the YouTube channel as a learning medium can improve the skills of writing drama texts in class VIII G students of SMPN 1 Saradan. Even the increase is quite significant because Today's students are more likely to like audio-visual-based learning media so that students don't get bored in learning. Thus it can be concluded that when students watch videos from the YouTube channel, they become inspired to make interesting scripts or drama texts so that students' drama text writing skills increase.

Discussion

Based on the research results presentation, the effect of using YouTube as a learning medium on the students' drama writing skills at SMPN 1 Saradan can be described in

detail. This research uses a type of research, namely Classroom Action Research (CAR). In this study, three cycles were carried out to determine the improvement in the writing skills of class VIII students of SMPN 1 Saradan, namely pre-cycle, cycle 1, and cycle 2. In the pre-cycle, many students still lacked skills in writing drama scripts. The success of Grade VIII G students in writing drama scripts was only 53.5%. While the average value obtained in one class is 73.6, which is still very low and below the KKM. Furthermore, in cycle 1 research, the success of class VIII G students in writing drama scripts increased by up to 75%. While the average value obtained in one class is 77.1, which has risen from the pre-cycle of 3.5 points. Of all the aspects to be assessed, cycle 1 shows that the average score for each aspect has met the KKM. Finally, in the 2nd Cycle of research, the success of class VIII G students in writing drama scripts increased to 92.8%. While the average value obtained in one

class is 84.4, which has risen from the pre-cycle of 7.3 points. Of all the aspects to be assessed, cycle 2 shows that the average score for each aspect has met the KKM.

Writing is one of the language skills that students must master. Writing skills cannot be learned quickly; it requires a lot of practice and practice. Students are also required to be able to master the structure of language and vocabulary so they are able to express and communicate their ideas in written form. Writing is not just writing letters or symbols of language and words in sentences. However, writing systematically conveys ideas, thoughts, and arguments to readers (Hasmi & Retti, 2022). Various media have been developed to improve writing skills. Learning media can help the process of interaction between teachers and students during teaching and learning activities. Of the various existing media, YouTube can be used as a learning medium (Andriani, 2022).

YouTube is considered one of the media with extraordinary potential to improve the quality of distance learning. Youtube can give students and teachers freedom of expression, collaboration in the education world, and valuable experience enhancing their capabilities (Mahendra, 2020). The purpose of using YouTube as a learning medium is to create more interesting, fun, and interactive learning conditions and atmospheres. Learning videos on YouTube can be used as interactive learning media in class. So that with YouTube it can be used as a learning medium that can be accessed at any time without knowing the boundaries of space and time (Suwanto et al., 2021).

Youtube media can increase students' enthusiasm and interest in writing drama scripts. This was proven by students who were, before or at the stage pre-Cycle, did not have writing skills; then, in Cycles I and II, there was an increase in student enthusiasm and interest in writing drama scripts. This is also supported by the opinion (Haniyyah & Hanik, 2022) that using a learning model using YouTube video media to teach students writing skills looks better. YouTube media used by educators can help students in their learning process. In addition, YouTube media can provide an overview of students regarding the

things that will be studied which cannot be described by educators directly. This media plays a big role in attracting students to improve their writing skills. Using media combined with the accuracy of using models can provide a pleasant learning experience to achieve learning objectives (Yudianda et al., 2020). Therefore, educators must utilize YouTube as a practical learning media optimally.

CONCLUSIONS AND RECOMMENDATION

Youtube plays a big role in improving the writing skills of Class VIII students of SMPN 1 Saradan. It can be seen from the pre-cycle where the number of students' mastery in writing drama scripts was 53.5%, cycle 1 was 75%, and cycle 2 was 92.8%. This proves that YouTube effectively increases students' interest and writing skills. When students watch videos from the YouTube channel, they become inspired to make interesting scripts or drama texts, so students' drama text writing skills increase. Apart from that, YouTube can also help educators explain related material that cannot be described directly to students.

Recommendations from this research are conveyed to educators so they can use this media to assist the teaching and learning process because YouTube is considered effective in improving students' writing skills. In addition, as drivers of student learning processes, educators must also be able to motivate students to continue enhancing writing skills that will not be obtained in learning media.

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