Comparison of Writing Drama Text Skills Between Eleventh-Grade Science 1 Students and Eleventh-Grade Social Students at SMA Negeri 1 Bandar Sei Kijang

Mhd. Virzha Nafandri Utama[1], Isah Cahyani[1], Khaerudin Kurniawan[1]

[1]Universitas Pendidikan Indonesia/Bandung, Indonesia
virzhanafandri@upi.edu, isahcahyani@upi.edu, khaerudinkurniawan@upi.edu

ABSTRACT

This paper discusses the use of technological media and the students' writing drama text skills between Class XI IPA 1 and XI IPS at SMA N 1 Bandar Sei Kijang. The research method used is the descriptive qualitative method. The research instrument is an interview questionnaire guideline that will be administered to Indonesian teachers. The research was conducted at SMA N 1 Bandar Sei Kijang with 23 students of class XI IPA 1 and 21 students of class XI IPS 1. The data collection technique in the study was to use interview guidelines, which contain questions about students' learning conditions, students' learning achievements, and students' learning outcomes by applying different media and methods. The results indicate that technology media with the question and answer method was more effective to use than print media with the lecture method. It was proven based on the interviews. The students who used technology media with the question and answer method obtained results that tended to be high with a value of 83.52. The use of technology in learning can ease students and teachers to carry out learning.

Keywords: *writing skills, drama text, senior high school students*

INTRODUCTION

Education is a form of interaction between individuals and their environment to achieve certain goals. (Triyanto, 2014) Education is an attempt to get something out of human beings to do something programmed learning experiences that last a lifetime with the aim of applying this experience in the future. To achieve this goal there must be an increase in the quality of education. Improving the quality of education cannot be separated from the methods, strategies, and evaluations or assessments given by teachers to students. Teachers must have creative and innovative learning strategies so that students are enthusiastic in carrying out the learning process (Abidin, 2017). It is intended that the learning objectives can be carried out as expected. Learning is said to be successful if the teacher can control the learning process from start to finish according to the strategy used. In addition, media can also be used as a teacher's success in carrying out the learning process so that learning looks fun.

Learning media at this time cannot be separated from the learning process in schools. According to (Surayya, 2012) learning media is a tool that functions to help channel information or messages in the learning process so that the planned learning objectives can be achieved. According to (Arsyad, 2011) Teachers must master the tools or learning media in schools and teachers must also follow the development of learning media and are required to master these learning media. (Suhana, 2014) media is a form of stimulation through tools for students to learn precisely, easily, and correctly. With the media, students can easily develop their skills.

Teachers must keep up with the times in accordance with the demands of the 2013 curriculum. Therefore, teachers must be proficient in using technology, especially in the learning process. Learning with current technology media is very much emphasized to teachers and students. (Manongga, 2021) said that technology in learning today is very important because it can make it easier for teachers and students in the

learning process. The benefits of using technological media in learning are as a source of information, increasing student creativity, improving communication, students are easy to focus during learning, technology can adjust student learning styles (Nahriyah, 2018). (Febrina, 2022) found that learning using technological media can improve students' writing skills because students can easily find information using technology-based learning media.

In learning Indonesian, students can develop 4 language skills, namely listening skills, reading skills, writing skills, and speaking skills (Tarigan, 2008). All language skills are very important to improve the quality of students' learning Indonesian. The most important thing that students must improve is writing ability. That's because in writing, students are required to make writing interesting so that readers are interested in seeing the student's writing. According to (Tarigan, 2008) writing is a language activity that can be used to interact with the whole community. According to (Nurgiyantoro, 2001) writing is an activity that is expressed through the medium of language. Meanwhile, according to (Abidin, 2012) writing is a process of expressing opinions from various sources obtained and poured into writing. Interesting writing can increase the curiosity of the reader to explore further about the writing he is reading. The importance of writing skills can make students develop their ideas and thoughts to be developed into writing (Masri, 2023). Practicing writing skills continuously, students can add vocabulary and use language structures well. One of the activities to express ideas and thoughts into written form is by writing drama texts.

Writing drama texts is an activity to express the problems faced by humans in everyday life. What is experienced by humans can be material for writers to write it into drama texts, for example stories of love, friendship, community conflicts, and others. According to (Mawadah, 2011) writing drama texts is an activity to express ideas, opinions, and experiences experienced in the form of dialogue with clear problems. Writing drama texts by involving feelings in them can make the reader feel directly involved in the story being written.

According to (Hasanuddin, 2009) drama is a literary genre that is presented in such a way that it will be conveyed through the performing arts. In line with what was stated by Hasanuddin, Ferdinand and Verhagen (in Husnul, 2011)) explained that drama is an artistic activity that displays human traits and attitudes presented by action on stage. Text or drama script according to (Husnul, 2011) is a drama script, which is a field of literature that presents writing that resembles dialogue and contains problems that occur in life that are likely to be staged. Problems that occur in human life, for example, there are quarrels, sadness, happiness, romance, and so on.

Drama texts also have rules for writing, with the reason being to produce drama scripts that are worthy of being staged and that readers or spectators are entertained by reading or watching them. According to Waluyi (in Husnul, 2011) the division of story plots is presented in several rounds or scenes. The division of stages in the story is used to change the characters in the staging at the same time but different story events, or because of the continuation of the story from the previous event.

In learning to write drama texts, many students have not fully mastered the skills of writing drama texts. Students consider writing drama texts difficult and less fun. This is in accordance with research (Marini, 2021) which found students still had many problems in determining the flow and setting of the story, problems in determining correct grammar, and determining the topic of the problem to be told. In addition, there is a perception of the Indonesian language which is difficult to understand (Widiastuty, 2022). Teachers must find solutions so that students can improve their learning abilities, especially in writing. However, student learning outcomes have not fully matched what is desired by the curriculum, especially at SMA N 1 Bandar Sei Kijang.

Based on the problems above, the writer can formulate the problem, namely, 1) how is the comparison of the ability to write drama texts of the students of SMA N 1 Bandar Sei Kijang Class XI IPA 1 and XI IPS 1? and 2) what are the benefits of technological media and the question and answer method in learning to write drama texts for students of SMA N 1 Bandar Sei Kijang Class XI IPA 1 and XI IPS 2?. There are two objectives of this study, namely 1) to find out the ability to write drama texts of SMA N 1 Bandar Sei Kijang Class XI IPA 1 and XI IPS 1, and 2) to find out the usefulness of using technological media and the question and answer method in learning to write drama texts for high school students N 1

Bandar Sei Kijang Class XI IPA 1 and XI IPS 1. The results of this study indicate that students currently prefer to carry out learning using technological media. Based on the observations and interviews conducted, it was found that students who carried out learning using technology media with the question and answer method got an average score of 83.52 while students who carried out learning using print teaching media with the lecture method only got an average score of 75.32 .

METHOD

The author uses a descriptive qualitative method. (Sugiyono, 2018) qualitative research method, namely a research method based on philosophy that is used for scientific experiments in which the researcher is the main key to research. According to (Sukardi, 2003) descriptive qualitative research is research that only clearly describes the questions in the research you want to do. Another reason is that researchers conducted face-to-face research with informants, namely Indonesian language teachers. This aims to obtain direct information regarding the comparison of students' ability to write drama texts and the benefits of using technology media and the question and answer method in learning to write drama texts and the results of students' ability to write drama texts.

The research instrument is an interview guide that will be submitted to Indonesian language teachers. This research was conducted at SMA N 1 Bandar Sei Kijang Class XI IPA 1 consisting of 23 students and XI IPS 1 consisting of 21 students. The data collection technique in this study was to use interview guidelines which included questions about student learning conditions, student learning achievements, and student learning outcomes using different media and methods. The data analysis technique used is coding based on the interviews that have been conducted. Then carry out an analysis based on the results found to determine student learning outcomes and the usefulness of using technological media and the question and answer method in the learning process.

RESULTS AND DISCUSSION
Results

Based on the observations and interviews that have been conducted, there are differences in student learning outcomes using media technology with the question and answer method and using print media and the lecture method. In class XI IPA 1 with the supporting teacher, namely Mrs. Herfina Kumalasari, S.Pd, it shows that the learning conditions of students who use technology media are very effective and students tend to like learning using technology using the question and answer method. Learning by using technology is considered better than using print media. Student achievement is considered high based on. Furthermore, in class XI IPS 1 with the supporting teacher, Mrs. Ririn Septiani, S.Pd, it showed that the learning conditions of students using printed media using the lecture method were considered less effective because students felt bored while carrying out the learning process. Student achievement tends to be low because students are less interested in print media with the lecture method. The recapitulation of interview results can be seen in the following table.

Table 1. Recapitulation of interview results

NO	XI IPA 1	XI IPS 1
1	Learning drama text is fun learning because students can express their thoughts in writing	Learning to write drama texts can be a place to channel students' talents in writing activities
2	Learning to write drama texts carried out in class XI IPA 1 uses technological media	Learning is carried out in class XI IPS 1 using print media
3	Laptop, E-Module, Youtube, and projector	Student handbooks, worksheets, and printed modules
4	The learning conditions of the students looked enthusiastic and the students actively gave questions and answers	Learning tends to be less active. Students are less focused when carrying out learning. There are some students who like learning with printed media

5	Previously, they had already used technological media in learning	In short story text material I use technological media. But when it comes to writing drama texts, I use print media
6	The question and answer method is considered to be more effective. This is because students are required to be active in carrying out learning	With the lecture method students tend to get bored when carrying out learning and the learning atmosphere is less conducive. But there are some students who are enthusiastic in carrying out learning with the lecture method
7	There is a deficiency in students' ability to write drama texts in determining correct grammar	Students have difficulty in determining the idea of writing
8	The final result of the average student learning is 83, 52	The final result of the average student learning is 75.32
9	Learning by using technology can make it easier for students and teachers to carry out learning. This is because students can find information, especially drama texts with technological media	Learning with technological media is considered more effective than using print media. This is because students are accustomed to using technological media and are more comfortable carrying out learning with technological media.
10	Learning that is carried out effectively and efficiently can affect student learning outcomes	Learning that is carried out effectively can certainly affect the final results of students
11	Technology can lighten the work of teachers and students to be enthusiastic in carrying out learning	Technology is very attached to teachers and students. Of course technology can be a solution and provide many benefits for students and teachers

Discussion

Based on observations and interviews that have been conducted with supporting teachers, namely Mrs. Herfina and Mrs. Ririn, it shows that there are differences in the final results of student learning using different media and methods. The final results of student learning using technology media with the question and answer method tend to be higher than students who carry out learning using print media with the lecture method. This can be seen from the average student learning outcomes which can be seen in table 1. Based on the interviews it can be seen that learning using technological media can make students enthusiastic in carrying out learning. In research (Lillihata, 2020) found that learning using technology can increase student independence in carrying out learning. Based on observations, class XI IPA 1 teachers have used E-Modules, YouTube, and projectors in carrying out the learning process. Learning by using technological media has succeeded in making students excited to carry out the learning process. (Salsabila, 2023) found that technology learning proved effective in the learning process because students and teachers were used to using technology when online learning took place.

Meanwhile, class XI IPS 1 teachers use print media in the learning process. The use of printed teaching materials proved to be less effective. This can be seen from the final results of the average student learning. Based on interviews conducted, student achievement using print media tends to be low. The use of appropriate learning media can affect the quality of student learning. Fun learning can affect the quality of student learning (Arianti, 2017).

Furthermore, class XI IPS 1 teachers who carry out learning using the lecture method are considered unsatisfactory. This is because the teacher fully explains the material about writing drama texts. Whereas in the 2013 curriculum, students are required to be independent in finding the material studied by reading the manual. (Jumaeri, 2021) said that in the 2013 curriculum students are expected to be active in the learning process. Students are expected to be able to solve a problem in the learning process with the aim of increasing student creativity. Then, students who are not enthusiastic in carrying out learning tend to only listen to the material provided by the teacher. (Jamila, 2021) said that teachers who carry out learning by explaining

material to completion cause the learning process to not be carried out effectively. Students feel bored and tend not to focus on carrying out learning.

The teacher in the 2013 curriculum is a facilitator (Djaelani, 2019). In the 2013 curriculum students are required to play an active, creative and innovative role in learning. Teachers tend to provide explanations about the material presented. Students only listen to the material and there are some students who ask questions about writing drama texts. The lecture method is considered less effective because the interaction with students is minimal so that students are less enthusiastic in carrying out learning. (Misnawati, 2019) found that the lecture method in learning was less effective to use. This is because the lecture method only focuses on the teacher and students feel bored in carrying out learning.

The question and answer method is considered more effective than the lecture method. (Safira, 2020) explains that asking questions to students can determine the level of student focus in learning. The question and answer process in the middle of learning can hone students' thinking skills and can generate students' curiosity about the material of drama texts (Prijanto, 2021). Based on the observations found, the Indonesian teacher for class XI IPA 1 used the same method at the first meeting and the second meeting. The method used is the question and answer method and in the final session the teacher gives assignments to students. The selection of this method is in accordance with the learning objectives. The question and answer method is intended to give students the opportunity to express their opinions about the learning that is being carried out and is also used as an evaluation to find out if students understand the learning that is being carried out. (Ependi, 2018) found that the question and answer method is useful for students in improving thinking skills and has an impact on student learning achievement. (Sutarna, 2016). So based on the method used, the question and answer method looks more effective to use because it can bring students into learning that is fun and not boring (Handayani, 2022).

Learning using technology is considered more effective than using conventional learning media such as worksheets and textbooks. This can be seen from the learning outcomes of students in class XI IPA 1 who use technology media and XI IPS 1 who do not use technology media. (Jayantika, 2022) technology plays a very important role in improving the quality of student learning because it is considered more effective than using conventional media such as textbooks and worksheets. (Patimah, 2021) said that technology really helps teachers and students in improving the quality of learning because technological media can help students understand material, find material, and master material.

So with that, learning using technology using the question and answer method is more effective than using the lecture method without using technology. The lecture method tends to make students bored in learning and students do not understand learning because learning is not in accordance with the wishes of students. The use of technology in learning can provide benefits for teachers and students. Technology in learning can make it easier for teachers and students to carry out learning, lighten the teacher's task, replace the teacher in the learning process, make learning fun, provide opportunities for students to be active and free in giving opinions. The usefulness of technology can be seen from the final results of the average student learning. Students who use technological media get final grades that tend to be higher than students who carry out learning using print media.

CONCLUSIONS AND RECOMMENDATION

Learning by using technological media is considered more effective than using print media. Furthermore, the question and answer method can make students active in the learning process rather than learning with the lecture method which makes students bored in carrying out learning. The benefits of technology in learning can make it easier for teachers and students to carry out learning, lighten the teacher's task, replace the teacher in the learning process, make learning fun, provide opportunities for students to be active and free in giving opinions. Learning using technology media with the question and answer method gets a final score that tends to be higher than using print media with the lecture method.

There are several suggestions that the writer wants to give, namely, students are expected to be able to improve their ability to write drama texts for the better, teachers are expected to be able to motivate students

to be able to increase interest in writing drama texts, and teachers should master many learning media with the aim that students can be enthusiastic in carrying out learning process.

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