Improving Script Writing Skills through the Application of Problem-Based Learning Model

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ABSTRACT: This study aims to improve the script writing skills of students in grade VIII Junior High School using the problem based learning model. This study is a classroom action research. The research was carried out in class VIII in one of the junior high schools in the city of Solo, from January to March 2023. The data sources used are documents and field notes from the researchers' observations. Data analysis techniques with observation, in-depth interviews, tests or assignments and document analysis. Data validity by trianggulation of data sources, trianggulation of methods, and review of informants. The results of the study can be concluded that there was 1) an increase in the completeness score of script writing skills from 63.64% to 100%, 2) there was an increase in the average score of student script writing from 74.32 to 86.64.

KEYWORDS: writing skills, problem based learning, classroom action research

I. INTRODUCTION

Indonesian is also one of the subjects that plays an important role in all subjects in school. Indonesian teach various skills such as writing, reading, listening, and speaking. All these skills are needed in all subjects. Some people argue that Indonesian subject is an easy subject and does not need to be studied seriously (Ningrat, Tegeh & Sumantri, 2018). Amaliyah (2018) stated that Indonesian subjects are still considered boring, unimportant and unpleasant. Because students assume that in Indonesian subject there are many reading texts that require them to read and write.

Writing skills are one of the competencies taught in Indonesian lessons. This writing skill is very important to be taught to students in supporting their success in learning. Graham, et al. (2014) found that writing is very important in supporting student success inside and outside school. This is because through writing activities, the material taught can hone students' reading skills.

Many studies have been conducted on text writing skills such as the research of Utin Faradila, Salim, and Imran (2015) and (Rohman, Rasna, and Darmayanti 2019), from the results of these studies show that writing learning is important for students to produce and increase knowledge. Erizal (2020) also found that through writing learning students will have the knowledge and skills to express or express ideas or ideas, opinions, thoughts, and feelings so that thinking power and creativity develop.

Learning to write is still considered boring by students which results in students' interest and ability in writing not developing optimally (Hidayah, Wahyudi, & Hastanto, 2020). In fact, by writing, students are able to construct various knowledge or knowledge they have in a writing, both in the form of essays, articles, scientific reports, news, short stories, poems and so on (Riana &; Setiadi, 2017). Fun learning can motivate students so that they can increase efficiency in learning (Mahmoud and Abdelrahman, 2014). The expected goal in learning to write is for students to be able to understand and be able to express some of the things they capture, such as ideas, opinions, messages and feelings in written form (Sarjono Owon, 2017).

Problems in learning to write as above also occur in class VIIIC of Diponegoro Islamic Junior High School Surakarta on the skill of writing drama scripts. Based on the initial interview, it can be seen that the writing skills of students in class VIIIC of Diponegoro Islamic Junior High School Surakarta are still not optimal. The lack of optimal writing skills in students is indicated by several indicators that show that writing skills are low. This can be shown in several indicators that can be seen from students' writing in writing drama scripts in Indonesian lessons. Suroso (2015: 23) argues that a drama script that is worth staging is a drama script that not only pays attention to dialogue at the time of performance, but also pays attention to contextual dialogues in accordance with the demands of the times that are changed from the script without deviating from the author's intent.

Basically, in Indonesian learning, many students have less interest and culture and therefore students' reading competence is still lacking (Nurhayati, 2015). In fact, in writing a drama script, students must read a lot because writing a drama script is pouring

ideas and ideas that are in the mind into a writing from the object seen or observed. The characteristic of a drama script is the presence of skills or dialogue in the drama script. In compiling, the author really pays attention to the conversations of characters in his daily life (Hani K, 2017).

Problem-based learning (Probled Based Learning) is a learning model that focuses on problem-solving activities. Through the Probled Based Learning approach, students are expected to have creative thinking skills in solving a problem (N &; Anugraheni, 2017). This learning requires a group or discussion group, so that they can exchange ideas or ideas about a problem to find the best solution. In addition, teachers as class facilitators have the task to regulate the course of learning activities using the Probled Based Learning model. The approach is integrated and intended to produce a learning model that allows students to develop their potential (Khuzaemah, 2017). For this reason, stages that must be carried out in problem-based learning are needed, including (1) managing questions or problems (learning by organizing and discussing questions and avoiding simple answers or problem solving); (2) interdisciplinary focus (learning by focusing on a specific subject on a problem investigated by students of various subjects); (3) authentic investigation, namely learning requires students to find an authenticity (authentic) and find solutions to real problems; (4) creating artifacts and exhibits (problem-based learning requires students to create products in the form of artifacts and exhibits on a problem-solving basis); (5) collaboration is problem-based learning that collaborates and is continuous with each other in a complex manner (Arends, 2012). Actually, a study on learning models through discussion groups using cooperative learning models such as NHT and STAD is also effective in fostering student competence in learning (Kusumawati, H., &; Mawardi, M., 2016)

The importance of learning motivation and writing skills as explained above is not supported by the reality in schools. Most students in schools still think that learning motivation does not affect students to write plays easily, so they consider that it is difficult to do. This also happened to students in class VIIIC of Diponegoro Islamic Junior High School Surakarta.

Yuliatma explained that basically the teaching of literature in schools is still low, especially in drama material. Until now students are accustomed to reading and memorizing what has been conveyed by the teacher without the motivation to understand, without giving ideas from one's own mind. This situation causes students to learn individually, involving less social interaction from students, causing boredom (Yuliatma, 2021). With direct learning, students can easily understand something in life and find ways to solve it (Rini &; Mawardi, 2015).

From some of the problems above, to increase learning motivation and writing skills requires a fun learning model. One of the low success rates of students in writing can be caused by learning models that are not in accordance with the learning style and background of students (Achmad &; Yusuf, 2014). Therefore, teachers should be able to apply a learning model that is suitable for students in learning (Amin, 2017). Problem-based learning (PBL) or in Indonesian can be interpreted as problem-based learning. Problem-based learning is used to spur students to think higher order with problem-oriented situations. Through the application of the Problem Based Learning learning model, students' ability to induct in solving problems will increase (Husen et al, 2017). The learning model has distinctive characteristics by requiring students to think critically, have problem-solving skills, and acquire the most important knowledge and concepts from learning materials that students can use in learning in the real world. This study aims to increase learning motivation and drama writing skills by using the application of the Problem Based Learning model to grade VIIIC students of Diponegoro Islamic Junior High School Surakarta.

II. METHOD

This type of research is qualitative research where researchers become the main instrument in data collection and data analysis (Cooper &; White, 2012). This form of research is a form of class action or classpoom action research. The subjects of this study were grade VIIIC students of SMP Islam Surakarta in the first semester of the 2022/2023 academic year, totaling 22 students. In general, students aged 13-14 years with different levels of character and ability, both economic, social and thinking abilities. The reason for the choice of subject is that the script writing skills of students at that level are not optimal so that they require improvement in learning.

Data sources from this study come from informants, documents, and events. The data in this study includes notes of interviews with teachers, student writing, questionnaire test results, syllabus and Learning Implementation Plan (RPP) writing materials, grade lists, and photos of learning activities to write drama scripts. The data collection techniques used are observation, tests, interviews, and document analysis. The data analysis technique that will be used in this study is a critical analysis technique, where this technique reveals the weaknesses and strengths of student and teacher performance in the teaching and learning process in the classroom during the research.

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III. RESULT AND DISCUSSION

Classroom action research is a harmonious process that allows teachers and students to work together to achieve an effective learning process (Stinger, Cristensen &; Baldwin, 2010: 2). The objectives of general action research can be classified into two main ideas, namely increasing the role of teachers and increasing the professional identity of a teacher (Lankshear & Knobel, 2004: 4). This class action research was carried out at VIIIC Diponegoro Islamic Junior High School Surakarta as many as III cycles. In the findings of research conducted by researchers found that there was an increase in drama writing skills in students, this is in line with research conducted by Zamzam (2016) which concluded that one of the advantages of Problem Based Learning as an effort to develop students' critical thinking oriented skills in processing information. The following is a diagram of the completeness of the students' script writing skills in each cycle.
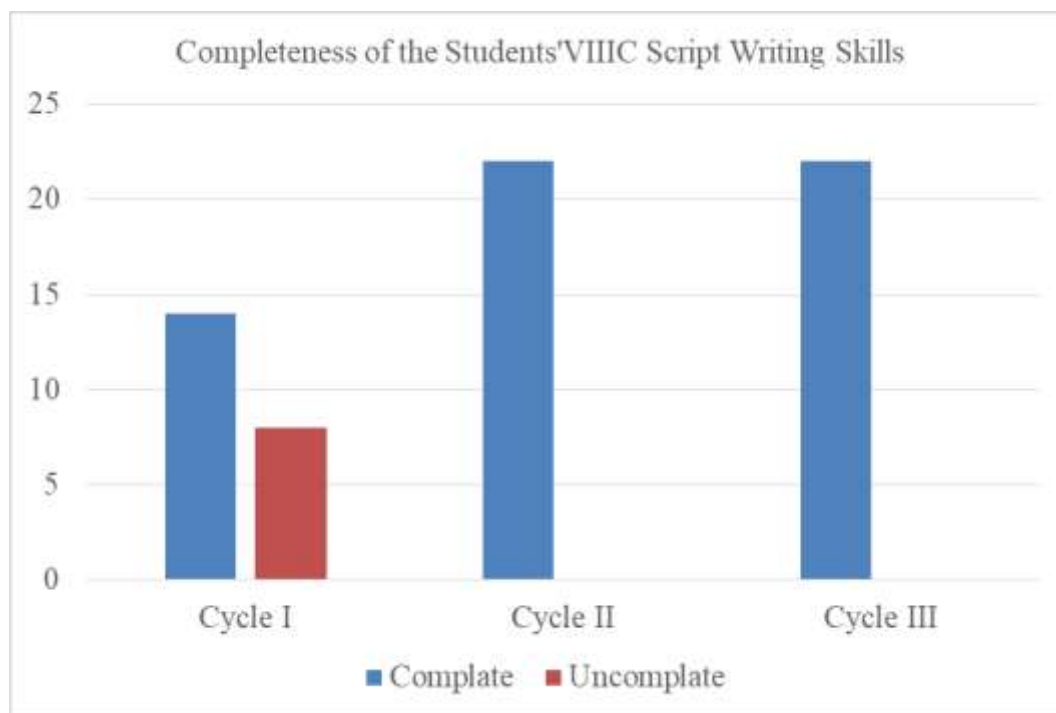

Figure 1. Completeness of the Value of Script writing Skills in Each Cycle.

CYCLE I

The implementation of learning in Cycle I is carried out as many as two meetings according to the specified schedule, namely Wednesday, February 8, 2023 in the last hour (12.00-13.30) and Thursday, February 9, 2023 in the first hour (07.30-09.00). The activities carried out in Cycle I include the following activities.

Learning activities begin with the teacher conveying greetings to students, joint prayer, attendance, and apperception to start learning. The next step is for the teacher to give perception. Apperception activities carried out by teachers include explaining about: 1) drama terms, 2) elements of drama, 3) types of drama, 4) drama scripts, 5) asking questions about drama, and 6) teachers providing examples of drama scripts. Teachers must be able to condition the class during learning (In'am, 2017).

Then the teacher divides the students into 5 groups with each group consisting of 4-5 students. Each group is given the opportunity to help each other to master teaching materials through questions and answers or discussions between group members. Students can complement each other and correct the work they do by working together in groups (Khuzaemah et al, 2018).

The next activity carried out by students is writing drama scripts in groups. Previously, the teacher gave an example of a drama script displayed on the projector. All students in the group must take part in this group task. After the assignment is completed, the teacher instructs the students to collect the assignments that have been done together which then become data for Cycle I.

Based on the results of the final test of Cycle I, it can be seen that the lowest score obtained by students is 70.00 and the highest score is 80.00, and the average score obtained is 74.32. The average grade score obtained at 74.32 is not above the KKM set with a KKM of > 75.00. With this, class VIIIC students classically have not achieved complete learning Indonesian script writing skills.

Judging from the completeness of learning, it can be seen that the number of students who have achieved learning completeness is as many as 14 students or 63.64% of the total students. Some others, namely as many as 8 students or 36.36% have not reached the KKM score. This shows that the class completion rate in grade VIIIC students in Cycle I has only reached 63.64%.

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CYCLE II

The implementation of learning in Cycle II is carried out as many as two meetings according to the specified schedule, namely Wednesday, February 15, 2023 in the last hour (12.00-13.30) and Wednesday, February 22, 2023 in the last hour (12.00-13.30). The activities carried out in Cycle II include the following activities.

In Cycle II, teachers put more emphasis on the quality of the results of writing drama scripts. The teacher also always reminds students so that mistakes that occur in Cycle I do not repeat themselves in Cycle II. After the play script is completed by the students, the teacher asks each student to exchange their work with other students for correction. It aims to train students in assessing the work of friends. After all is done, all the results of the students' work are collected for the teacher to correct. From this it can be seen how to improve students' skills in writing drama scripts in Cycle II

Based on the results of the final test of Cycle II, it can be seen that the lowest score obtained by students is 85.00 and the highest score is 87.00, and the average score obtained is 85.73 (Complete). The average grade score obtained at 85.73 has exceeded the KKM set with KKM > 75.0. On this basis, class VIIIC students have classically achieved complete learning Indonesian script writing skills.

Based on the results of the final test of Cycle II, it can be seen that the lowest score obtained by students is 85.00 and the highest score is 87.00, and the average score obtained is 85.73 (Complete). The class average score obtained of 85.73 has exceeded the KKM set with a KKM of > 75.0. On this basis, class VIIIC students have classically achieved complete learning Indonesian script writing skills.

CYCLE III

The implementation of learning in Cycle III is carried out as many as two meetings according to the specified schedule, namely Wednesday, February 29, 2023 in the last hour (12.00-13.30) and Thursday, February 30, 2023 in the first hour (07.30-09.00). The description of the implementation of Cycle III at each meeting can be stated as follows.

Face-to-face activities begin with the teacher greeting and greeting students and conducting attendance and apperception as an introduction to the lesson. In the perception activity, the teacher mentioned the characteristics of the drama script, asked questions related to the drama script, and displayed examples of drama scripts along with pictures through multimedia impressions.

After the explanation, the teacher assigns tasks to students to observe, read, and understand examples of problems given. Students work in groups to analyze the structure, features, and language of drama scripts. Furthermore, students are given a group task to identify the definition, characteristics, types, structure, and rules of the drama script writing text from various reference sources that have been read. They were also asked to present the results of the identification.

Furthermore, students in groups are asked to make conclusions about the definition, characteristics, types, structure, and rules of the drama script text based on various sources that have been read. After that, students are asked to write a drama script again to become data for Cycle III.

Based on the results of the final test of Cycle III, it can be seen that the lowest score obtained by students is 85.00 and the highest score is 90.00, and the average score obtained is 86.64 (Complete). The average grade score obtained at 86.64 has exceeded the KKM set with KKM > 75.00. On this basis, grade VIIIC students of Diponegoro Islamic Junior High School Surakarta have classically achieved complete learning Indonesian script writing skills.

Judging from the number of scores, it can be seen that the number of students who have achieved learning completeness with KKM > 75.00 is as many as 22 students or 100.00% of the number of students. As for students who have not reached KKM, there is no longer or 0.00%. This shows that the level of class completeness in grade VIIIC students of Diponegoro Islamic Junior High School Surakarta has reached 100.00%. In the comparison data on the value of students' writing skills, there is progress, this is in line with Rohman's research (2018) which found that there was a change in percentage increase in the application of the Problem Based Learning model.

IV. CONCLUSIONS

The application of the Problem Based Learning model was able to increase students' knowledge of drama scripts with the average score of drama writing skills in students which increased from 74.32 at the end of Cycle I actions, increased to 85.73 at the end of Cycle II actions, then increased again to 86.64 (completed) at the end of Cycle III actions. Learning completeness also increased from 22.73% at the initial condition, increased to 63.64% at the end of Cycle I actions, increased again to 100% at the end of Cycles II and III. The improvement of script writing skills is strongly influenced by teacher skills in each different cycle. Starting with group division, creating a comfortable learning atmosphere, and using interesting media. It is recommended for researchers to further

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develop the Problem Based Learning model because it provides opportunities for students to play an active role, collaborate, think critically, and produce work in learning.

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