

## THE ABILITY IMPROVEMENT OF THE ADOLESCENT DRAMA SCRIPT WRITING FOR SECOND GRADE STUDENTS OF MAN 2 BANDA ACEH THROUGH COOPERATIVE LEARNING METHODS WITH THE TYPE OF PAIREDSTORYTELLING

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### Abstrak

*Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan menulis naskah drama remaja siswa kelas II MAN 2 Banda Aceh melalui metode pembelajaran kooperatif tipe bercerita berpasangan. Metode yang digunakan dalam penelitian ini adalah metode eksperimen dengan pendekatan kuantitatif. Pendekatan kuantitatif digunakan untuk mendeskripsikan kemampuan menulis naskah drama remaja siswa yang memperoleh pendekatan pembelajaran kooperatif tipe bercerita berpasangan, dan untuk mendeskripsikan hasil menulis naskah drama remaja dengan pendekatan konvensional. Penelitian ini melibatkan 60 siswa yang terdiri dari dua kelas, yaitu 30 siswa di kelas eksperimen yang diajar dengan metode kooperatif dan 30 siswa di kelas kontrol yang diajar dengan metode konvensional. Pendekatan kuantitatif perlu dilakukan dalam bentuk desain penelitian pretest-posttest control group design. Hasil penelitian ini menunjukkan bahwa metode kooperatif tipe bercerita berpasangan dapat meningkatkan kemampuan siswa kelas II MAN 2 Banda Aceh dalam menulis naskah drama remaja. Berdasarkan analisis dapat disimpulkan bahwa kemampuan siswa dalam menulis naskah drama remaja yang diperoleh dari pembelajaran kooperatif melalui metode bercerita berpasangan lebih baik daripada siswa yang menerima pembelajaran menulis naskah drama remaja melalui metode konvensional.*

**Kata kunci:** kemampuan menulis naskah drama remaja, pendekatan pembelajaran kooperatif, tipe bercerita berpasangan.

### Abstract

*This research aimed to determine the ability improvement of the adolescent drama script writing for second grade students of MAN 2 Banda Aceh through cooperative learning methods with the type of pairedstorytelling. The method used in this research is the experimental method with a quantitative approach. Quantitative approach is used to describe the ability of the adolescent drama script writing students who obtain the cooperative learning approach with the type of paired storytelling, and to describe the results of the adolescent drama script writing with conventional approaches. This research involved 60 students consisting of two classes, as 30 students in the experimental class taught by the cooperative method and 30 students in the control class taught by conventional methods. Quantitative approach needs to be done in the form of research design pretest-posttest control group design. The results of this research indicate that the cooperative method with the type of paired storytelling can improve the ability of the second grade students of MAN 2 Banda Aceh in the adolescent drama script writing. Based on the analysis it can be concluded that the ability of students in the adolescent drama script writing acquired from cooperative learning through paired storytelling methods is better than the students who received the learning of the adolescent drama script writing through conventional methods.*

**Keywords:** the ability of the adolescent drama script writing, cooperative learning approach, the type of paired storytelling.

## Introduction

The teaching learning progress succeed is determined by writing. Therefore writing subject is essential for learning and education. Writing is generating or drawing graphic symbols which depict an understandable language that enable those who understood the symbols are able to read those symbols (Tarigan, 2008:22). Teaching learning process is the main activities in whole education process at school. The succeed achievement of educational goals depend on this quality. Learning is a complex process which involve many coincide aspects. Therefore skills in doing so are essential.

Teaching method is practical ways used in learning process to ease teaching learning to achieve certain learning goals (Nababan, 2002). Teachers are hoped to manage class accordingly and make class becomes fun by applying the right method. Sujdana asserted (2005) that teaching method is a certain way applied by teacher to make learning relation to the students in teaching learning process.

Teaching method is a tool to create active and creative teaching learning process. With teachers' teaching method variation, students are hoped to create many creative activities. Good teaching method is a method that able to arise students' creativity and experiences. A teacher, in selecting teaching method, is hoped to consider the students' situation and condition related to the material being thought. This is meets Hasibuan (2004) idea that the right teaching method can anticipate and overcome problems that might be arise during teaching learning process.

The application of certain teaching method cannot standing alone, it is influenced by many factors, such as 1) students, 2) learning goals, 3) situation, 4) learning facilities, and 5) teacher. Cooperative learning gives students chance to learn cooperatively in structure tasks. Through this, students are hoped to work cooperatively, its means every member of group helps each other to gain group goals. The final grade is determined by the result of group works. The individual fails are group's fails, and so do the individual succeed is succeeds group.

One example of cooperative learning is pairing telling story. The distinguish feature of it is the teacher must pay attention to student's schemata or background. The teacher hopefully is able to help the student to activate this in order to make meaningful study. Students are stimulated to develop their thinking ability and imaginations (Lie, 2010:71). Roger et al. (cited in Huda, 2011:29) state that cooperative learning is group learning activities run under a rule that learning must be based on social information changes between group students in which every student is responsible to his/her own learning and is encouraged to raise others group member learning.

Some of the cooperative learning goals are able to increase students' performance, learning motivation, emerge respect and work together, responsibility, confidence, and better problem solving. There are some cooperative learning techniques can be applied (Lie, 2010: 55): (1) make a match (2) match changing (3) Think- Pair – Share (4) sending greeting and questions (5) Numbered Head (6) Structured Numbered Head (7) Two Stay Two Stray (8) class circumference (9) Small Round Big Round (10) Bamboo Dance (11) Jigsaw, (12) Paired Storytelling.

Paired Storytelling technique is developed as an interactive approach among the students, teachers, and learning materials (Lie, 2010:71). This technique can be applied in reading, writing, listening, and storytelling. It's combine reading, writing, listening and speaking activities. Its best fit to narrative and descriptive materials. But, it is also meet other materials. Writing is an infusing mind, idea, and feeling activities into writing language form. Writing is an activity to express thoughts and feelings into written form which is understandable to the reader and as an indirect mean of communication (Rosidi, 2009:2).

Writing is an expressive and productive activity. A writer must competence in using graphology, language structure, and words. The writing skill is not instants skill, it needs many structured practices. Meanwhile Tarigan (2008:2) state that writing is generating or drawing graphic symbols which depict an understandable language that enable those who understood the symbols are able to read those symbols. Nasir (2010:24) asserted that basically writing is telling story. In a telling story, there are three basic components, lead, body and ending.

Lead's job is introducing the contents of story. Lead also sometimes called intro. Intro has essential job. Intro must be interesting and explain the content story. Content or body is the point of story, or description of writing. Here is problem postulated and discussed. In the body include narration, description, dialogue citation and data monologue or analysis, and information. All are arranged based on certain plot or telling logic. The complexities are discussed accordingly so that the main idea becomes clear and understandable. The richness and meaning of a writing lies on the body

arrangements. Ending is closing writing part. It must close an earlier discussed idea well, clearly, and correctly.

Writing a drama script is different from writing poem, sort story or novel. Poem is managed in line and palindrome. Sort story and novel are written in sentences which form paragraphs with direct cites or dialogues. Meanwhile drama is written in two forms, dialogues and performing guidance, such movement directions, gesture or stage situations. Drama script writing needs theme setting, story plot, characters, conflict, and ending. Generally drama script is written to be performed. Therefore, there must be dialogues among the characters.

Drama script is the unity of presented story texts. It can be divided into two parts, 1) part text, it is only contain story outline. Usually it is for well versed players. 2) full text, is a full work drama script, including dialogue, monologue, character, background, and so on. There are some elements of drama, namely:

1. Theme  
Theme is the main idea of drama (Waluyo, 2002:24)
2. Mandate  
Mandate is a carriage message delivered through a work.
3. Character and characteristics  
Character is a person that plays a role in drama (Sumarjo, 2014:144) in character arrangements, elements should be introduced are name, age, sex, physic, and physiology. Based on role on the story, there are three kinds of characters (Waluyo, 2001:15); a) protagonist is a main supporting character. b) Antagonist, the story opponent. Usually there is a main opponent character and some it supporter character. c) Tritagonist is a supporting character, either for protagonist or antagonist.
4. Dialogue  
Is the most important part in drama script wrting. it special character is taking form as conversation or dialogue (Waluyo, 2001:20)
5. Plot  
Is a braided or frame work story. It is developed because of characters contradictive. The conflict will rise until reach climax point, then it goes down to closing. Kinds of plot based on time arrangements (Waluyo, 2001:12) are a) Forward plot, a plot story that begin with early part of story and closed by the last scene. b) Downward plot, the telling story technique through the last part until the first part of the story. c) Mixed plot, the combination of forward and downward plot.
6. Background or Setting  
Setting is explanation about place, space, and time of events in a drama script. (Waluyo, 2001: 23)  
Based on those statements above, the writer is curious whether paired story telling of cooperative learning could improve adolescent drama script writing ability students of XI grade MAN 2 Banda Aceh.

## Research Method

This is quantitative experimental research. Experimental group is thought by using paired story telling method, mean while the control group thought by using conventional method. The two groups have had pre test and post test with the same tasks. The research design (Arikunto, 2006:12) is based on the following table design.

Table 1. One group pre test and post test design

| Class        | Pretest        | Treatment      | Posttest       |
|--------------|----------------|----------------|----------------|
| Experimental | O <sub>1</sub> | X <sub>1</sub> | O <sub>2</sub> |
| Control      | O <sub>1</sub> | X <sub>1</sub> | O <sub>2</sub> |

Explanation:

O<sub>1</sub> = pretest (initial test) writing adolescent drama script before treatments.

X<sub>1</sub> = paired story telling treatment.

O<sub>2</sub> = Posttest (final test) writing adolescent drama script after treatments.

$X_2$  = conventional method treatment.

The research population is the whole XI MAN 2 Banda Aceh students. Since there are too many of student population, the writer took some of it, called sample (Sudjana, 2002:6). Two classes' samples are taken randomly. Class XI-IA1 as experimental group thought by using paired story telling method and class XI-IA2 as control group thought by using conventional method. Two kind of variables are employed, a) independent variable (free), paired storytelling and b) dependent variable (bound), the students' adolescent drama script writing ability.

The research employed a task test with aim to find out students' ability in paired storytelling drama script writing. Arikunto(2012:166) state that "test can measure intelligentsia (IQ) passion, basic competence(talent), personality and so on". The tests are identical for both pre test and post test. Pre test was administered to collect students' ability data in adolescent drama script writing before treatment application, while post test was administered to collect students' ability data in adolescent drama script writing after treatment application.

The result of pre test and post test in the experimental and control class are analyzed to find out the degree of improvement in adolescent drama script writing. Each of observation, learning output, and students' performance was gathered and score was given. The data was analyzed by using the following formula, (Sudjono, 2010)

$$P = \frac{f}{N} \times 100 \% \dots\dots\dots \text{form. (3.1)}$$

Explanation:

p = percentage

N= number of cases (the sum of frequency/ individual )

F= each answer point

Table 2. Students' Learning output percentage according to Arikunto, (2010)

| Percentage | Category  |
|------------|-----------|
| 0 - 20 %   | Very low  |
| 21 – 40 %  | Low       |
| 41 – 60 %  | Fair      |
| 61 – 80 %  | High      |
| 81 – 100 % | Very High |

Mean different test

- 1) If two groups have normal distribution and homogeny, statistical test used is right t- test. The Hypothesis tested was right side test.
- 2) If the data has normal distribution but not homogeny, t test is employed
- 3) If the data has not normal distribution, von parametric test is employed.

The research hypothesizes tested are:

$$H_o : \bar{X}_1 - \bar{X}_2 = 0$$

$$H_a : \bar{X}_1 - \bar{X}_2 > 0$$

$H_o$  : Students' adolescents drama script writing ability with paired story telling method does not significantly different from those with conventional method.

$H_a$  : Students' adolescent drama script writing ability with paired story telling method is better than those with conventional method.

With statistical hypothesis test :

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{s_{gab} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \dots\dots\dots \text{form ( 3.2)}$$

Explanation

$X_1$ = experimental grade mean (cooperative method)

$X_2$ = control class grade mean (conventional method)

$S^2_{gab}$ = mixed class variants

$n_1$  = sum of experimental class

$n_2$  = sum of control class

Since the research employed right tale test, according to Sudjana (2002:243), the acceptance rule is:”  $H_0$  is accepted if  $t_{\text{count}} < t_{\text{table}}$  and  $H_a$  is accepted if  $t_{\text{count}} \geq t_{\text{table}}$ .

## Research Result and Discussion

### Students' Output

Hamalik(2010) state that learning output is the changing of observable and measurable students' behavior into form of knowledge, behave, and skill. The changing indicates that there has been increasing behavior than before. Johar et al(2006) define cooperative learning as one of constructivist based learning with utilize students build their own learning through involve actively in teaching learning progress. The learning output cannot be separated from teaching learning process, because output is result of series learning activities. Learning output or achievement is the blooming of someone's potential skills. It can be seen from his/her behavior, either knowledge skill, thinking skill or motoric skill. (Sukmadinata, 2005).

The experimental group grade mean reach 77.50 with the percentage of completeness 100%. In the other hand, control group has grade mean 72 with the percentage of completeness 83.33 %. Another research done by Maidiyah (2009) through implementation of contextual cooperative approach in Math, got grade mean on pre test 85 % and on post test increased by 92 % with 100 % completeness. From this can be inferred that direct or indirect contextual approach can increase students' learning output.

Based on the result of pretest and posttest experimental class, there was increasing result of students' drama writing skill by using cooperative learning. Before treatment gained 30.00 % of completeness, but after treatment, gained completeness posttest 100 %. This significant differences indicate that learning can be done in experimental class. Students are able to understand well and communicate to each other freely during the learning process, its made them learn not only from the teacher. Paired story telling technique encourages the students to read narrative and descriptive text and immediately practice them to their pair. As Lie (2010:71) state that this technique is fit to reading, writing, listening, and storytelling.

### Posttest Similarity Test

Posttest Similarity Test is employed to see the differences between students' ability in drama script writing after treatment. It is also applied to prove research hypothesis. It is done by using  $t_{\text{count}}$  test. To make it easier, the varians of both data are calculated first.

$$s^2_{\text{gab}} = \frac{(30-1)8,01^2 + (30-1)6,86^2}{30+30-2} ; \quad s^2_{\text{gab}} = \frac{3227,41}{58} ; \quad s^2_{\text{gab}} = 55,65$$

$$s_{\text{gab}} = \sqrt{s^2_{\text{gab}}} = \sqrt{55,65} = 7,46$$

Similarity test is done to find out whether there was or was not any difference or similarity between two data, the data of students' adolescence drama writing script ability with cooperative method and conventional method. The similarity test is

$$t_{\text{count}} = \frac{81,23-75,27}{7,46 \sqrt{\frac{1}{30} + \frac{1}{30}}} ; \quad t_{\text{count}} = \frac{5,96}{7,46 \sqrt{0,06}} ; \quad t_{\text{count}} = \frac{5,96}{0,50} ; \quad t_{\text{count}} = 11,98$$

$$t_{\text{table}} \quad dk = n_1 + n_2 - 2 ; \quad dk = 30 + 30 - 2 ; \quad dk = 58$$

Interpolated output table is 1.67.

Based on the calculation, gained  $t_{\text{count}} \geq t_{\text{table}} ; 11.98 \geq 1.67$ . Based on the test criterion, it could be drawn a conclusion that  $H_0$  is rejected and  $H_a$  is accepted.

According to the test result calculation in this research, could be drawn a conclusion that students' ability in writing adolescence drama script in experimental class with paired storytelling is better than those with conventional one.

### Discussion

The research was conducted in two different class that is one class as control class and esother classes as the experimental class. Implementet control class theas teaching conventional drama script writing. While the experimented cooperative learning approach pairs story. Before implimented cooperative writing adolescence drama scrip in conventional or use cooperative learning approach pairs story, the both of class is selected as the samples are given the same treatment that is oonducted initial

ability (pretest) that is the assignment test. The initial ability obtained control class average values 60,06% with completeness 23,33%. While the experimental class conducted average values as big as 62,40% with the level of completeness 30,00%.

After conducted of initial ability, the both of class are given the different treatment. Learning control class still use conventional drama script writing, and the experimental class applied cooperative learning of paired storytelling methods. The next two classes are conducted the output learning (posttest) with the aim to determine the improvement of student skills in the adolescent drama script writing. The result showed that the value of the class applied cooperative learning of paired storytelling methods better than the ability of student taught by conventional methods. Average values of control class 78,03% with completeness 83,33% and the experimental class average values 81,23% with completeness 100%.

Based on analysis result and hypothesis test on students' achievement, it proves that the students' ability in writing drama for teenager using cooperative method by telling story in pairs is more useful than using conventional method. It can be seen from the average they got. Next, based on hypothesis by using t-test, we can see that t hitung is bigger than t tabel that is  $11,98 \geq 1,67$  hence,  $H_0$  test is accepted and  $H_a$  is denied (can't be accepted).

The conclusion is equal to the research result done by Miswadi et al (2008) which state that the learning output improvement that ability after getting treatment is getting better than before the treatment application. It is gained through comparing the output learning (posttest) and initial ability (pretest). Supardi and Putri (2010) state that the addition of learning resource, chemistry article taken from the internet, correlated to the students' daily life. The students' knowledge about chemistry and their critical skill are getting wider which impact to students' output learning. Syah (2006) asserted that ideal output learning include the changing of psychological change, as a result of students' experience and learning process. Even though there would be very difficult to observe the whole behavior changes, because it is intangible. Therefore a teacher could pick some important students' behavior changes which can reflect students' learning output. The students' ability improvement is gained through a series of discussion which lead the students to create their own writing based on their experience. Practically, students are more mastered their own character than the one in a book.

Sucahyo (2004) state that students who are taught by using cooperative learning seem to have better performance than who taught by using individual strategy. This is not only on the students who have good acceptance to their teacher but also happened in the students who have bad teacher acceptance. The research conducted by Hamid et al (2010) concluded that paired storytelling method was effective in *Sakubun*, Japanese writing story. This is in line with this research result that paired storytelling method gives positive effects on students' ability in adolescence drama script writing. Based on the discussion above, could be drawn conclusion that the experimental class taught by using cooperative method get better learning output than those who taught by conventional learning method.

## Conclusion

Paired Storytelling method can improve students of MAN 2 Banda Aceh grade XI in adolescence drama script writing. Paired story telling of Cooperative method can be considering as one of alternative in teaching Bahasa dan Sastra Indonesia, especially in teaching drama script writing. Teachers are hoped enrich their knowledge in dealing with the selection of teaching approach so that can maximize the students' activities. This research result is hoped can be source of information for the next researcher who wants to conduct the research on the related subject.

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