

THE USE OF CONTEXTUAL TEACHING & LEARNING METHOD IN WRITING DRAMA SCRIPT

Widia Tamara^{1*}, Rifki², Helmiyadi³

Universitas Bumi Persada, Lhokseumawe

E-mail : widiatamara97@gmail.com^{1*}, rifkisulaiman@gmail.com², helmiyadi.kalam@gmail.com³

Received : 23 January 2023

Published : 30 March 2023

Revised : 08 February 2023

DOI : <https://doi.org/10.54443/ijerlas.v3i2.2516>

Accepted : 28 February 2023

Publish Link : <https://radjapublika.com/index.php/IJERLAS>

Abstract

This research aims to improve the skill of writing drama scripts among tenth-grade students of SMA Negeri 1 Lhokseumawe through the Contextual Teaching and Learning (CTL) method. This research is a classroom action research conducted in 2 cycles. The subjects of the research are students and the Indonesian language teacher of eighth grade at SMA Negeri 1 Lhokseumawe. Data sources include: learning events, informants, and documents. Data collection techniques used are observation, interviews, tests, and document analysis. Data validity testing uses triangulation techniques for methods and data sources. Data analysis techniques use comparative descriptive and critical analysis techniques. The use of the Contextual Teaching and Learning method has been proven to improve students' skills in writing drama scripts. The results are: 1) the use of the Contextual Teaching and Learning method can improve the quality of the drama script writing learning process, and 2) the use of the Contextual Teaching and Learning method can improve students' skills in writing drama scripts. This can be seen from the increase in students' interest, learning attitudes, and the results of their drama script writing skills.

Keywords: *writing, drama script, and Contextual Teaching and Learning method (CTL).*

INTRODUCTION

Writing drama scripts is very beneficial for enriching cultural heritage and expressing the identity of the characters' lives. Nowadays, many drama scripts are published as learning media for writing drama scripts and are performed in schools and broadcast on the radio. Many drama scripts are even filmed and aired on various television channels as entertainment and sources of insight, providing valuable lessons for the audience (Sukirno, 2013:191-192).

Based on pre-cycle activities conducted in the eighth grade of SMA Negeri 1 Lhokseumawe, the initial test scores for writing drama scripts from 20 research subjects showed that only 2 students, or 10%, scored 7.50, and the average score in the pre-cycle was only 6.13. Based on this initial data before the action, it can be seen that the students' ability to write drama scripts is still categorized as low. This average score is still below the Minimum Mastery Criteria (KKM) for the Indonesian language subject, which is 7.50. Additionally, it was found that most tenth-grade students in the school are not skilled in writing drama scripts in Indonesian language lessons because they struggle to generate ideas and find the right words to express their thoughts. Moreover, students feel bored and less motivated to participate in drama script writing lessons because the teacher does not actively involve them in the learning process. The learning strategies used are less engaging, making students reluctant to participate in the learning activities.

To address these issues, teachers need to have appropriate teaching methods. One method that can be used to improve students' skills in writing drama scripts is the Contextual Teaching and Learning (CTL) method. The Contextual Teaching and Learning method is a teaching approach that involves students in significant activities that help them connect academic lessons with real-life contexts they face. By linking the two, students can see the meaning in their school tasks. When students work on projects or find interesting problems, when they make choices and take responsibility, seek information, and draw conclusions, when they actively own, organize, manage, touch, plan, investigate, question, and make decisions, they connect academic content with real-life situations, and in this way, they find meaning (Johnson, 2002:35). Based on the above explanation, the problems in this research can be formulated as follows: 1) Can the use of the Contextual Teaching and Learning method improve the quality of the drama script writing learning process for tenth-grade students of SMA Negeri 1 Lhokseumawe? and 2) Can the use of the Contextual Teaching and Learning method improve the skill of writing

LITERATURE REVIEW

Contextual Teaching and Learning Method

The Contextual Teaching and Learning (CTL) method is a method that gives students the freedom to be actively involved in the learning process. This method helps them connect academic lessons with real-life contexts they experience. By linking the two, students can see the meaning in every task they do. The meaning of learning can be obtained when students work on projects or find interesting problems, when they make choices and take responsibility, seek information, and draw conclusions, when they actively own, organize, manage, touch, plan, investigate, question, and make decisions, they connect academic content with real-life situations, and in this way, they find meaning (Johnson, 2002:35).

Nurhadi (2014:13) states that contextual learning is a learning concept that helps teachers connect subject content with the real world and motivates students to make connections between knowledge and its application in their lives as family members and citizens. Furthermore, contextual learning allows students to strengthen, expand, and apply their academic knowledge and skills in various settings both inside and outside of school to solve real-world problems or simulated problems.

Nurhadi (2004:33-52) explains that there are seven components underlying the application of contextual learning in the classroom. These seven main components are: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

The weakness of the CTL method is that teachers must conduct regular assessments to ensure that students achieve proficiency, set clear goals, teach in context, and pay attention to individual students. Teachers must observe each child in the classroom to understand their emotional state, learning style, language ability, cultural context, background, and family financial situation (Alwasilah, 2011:51-52).

On the other hand, the strength of CTL is that the learning done by students becomes more meaningful, active, and creative, because CTL involves students in significant activities that help them connect academic lessons with real-life contexts they face. By linking the two, students see the meaning in their school tasks. When students work on projects or find interesting problems, when they make choices and take responsibility, seek information, and draw conclusions, when they actively own, organize, manage, touch, plan, investigate, question, and make decisions, they connect academic content with real-life situations, and in this way, they find meaning (Alwasilah, 2007:35).

Drama Script Writing Skills

According to Dunette (in Niswah, 2015), skill is defined as the capacity required to perform certain tasks that are developed from training and experience. Students are said to be skilled in school learning when they are able to complete tasks given by the teacher well. Through the skills they possess, students can easily achieve the learning competencies set. Skills can only be acquired and mastered through practice and lots of training (Tarigan, 2008:1). The same applies to drama script writing skills. To be skilled in writing drama scripts, students must go through a lot of practice.

Drama is a story of human life and experiences told on stage through dialogue, movement, and action, with or without costumes, makeup, sets, music, songs, and dances, based on a written script and witnessed by many people or performed. A drama script is a written text that includes the title, characters, dialogue, character traits, plot, setting, message, and stage directions (Sukirno, 2013:190).

Widyahening et al. (2012:137-156) explain that drama means action, deed, or action. In modern life, drama has a broader meaning, whether it is considered as a literary genre or as an independent branch of art. Scripted drama is a genre that is equated with poetry and prose. Stage drama is an independent art form that integrates various types of arts such as music, lighting, painting (stage design), costume art, makeup art, and so on. Furthermore, Widyahening et al. divide drama into four types: tragedy, melodrama, comedy, and farce.

Sukirno (2013:192) states that a drama script is built by several elements such as: the title of the drama, the identity of the scriptwriter, the characters, dialogue, character traits, makeup, costumes, plot, setting, music, lighting, message, point of view, theme, and stage directions. Widyahening et al. (2012:143- 156) divide the structure of a drama script into six parts: plot or story framework, characterization, dialogue, setting, theme or basic tone of the story, and technical instructions.

METHOD

This research is a classroom action research conducted in 2 cycles. The subjects of the research are students and the Indonesian language teacher of tenth grade at SMA Negeri 1 Lhokseumawe. Data sources include: learning events, informants, and documents. Data collection techniques used are observation, interviews, tests, and document analysis. Data validity testing uses triangulation techniques for methods and data sources. Data analysis techniques use comparative descriptive and critical analysis techniques.

RESULTS AND DISCUSSION

The success of the drama script writing learning process in this research is viewed from two aspects: students' interest and learning attitudes. Based on the pre-cycle questionnaire results, it can be seen that the interest of tenth-grade students at SMA Negeri 1 Lhokseumawe in writing drama scripts is still low. This can be seen from the students' scores of 78 or 39% positive responses, 57 or 28.5% sometimes responses, and 65 or 32.5% negative responses. The cycle I questionnaire results, it can be seen that the interest of tenth-grade students at SMA Negeri 1 Lhokseumawe in writing drama scripts has increased. This can be seen from the students' scores of 91 or 45.5% positive responses, 62 or 31% sometimes responses, and 47 or 23.5% negative responses.

Based on the cycle II questionnaire results, it can be seen that the interest of tenth-grade students at SMA Negeri 1 Lhokseumawe in writing drama scripts has increased significantly compared to cycle I. This can be seen from the students' scores in cycle I of 91 or 45.5% increasing to 144 or 72% positive responses, from 62 or 31% decreasing to 31 or 15.5% sometimes responses, and from 47 or 23.5% decreasing to 25 or 12.5% negative responses.

Students experienced a significant improvement in learning attitudes from the pre-cycle to cycle II. In terms of learning activity, there was an increase of 28% from the pre-cycle to cycle I, and an increase of 20% from cycle I to cycle II. In terms of student attention, there was an increase of 5% from the pre-cycle to cycle I, and an increase of 40% from cycle I to cycle II. In terms of student activeness, there was an increase of 15% from the pre-cycle to cycle I, and an increase of 20% from cycle I to cycle II. The changes in students' attitudes from the beginning to the end of the research were due to the application of the Contextual Teaching and Learning method, which helped students discover and develop story ideas, thus increasing their interest and motivation to write drama scripts.

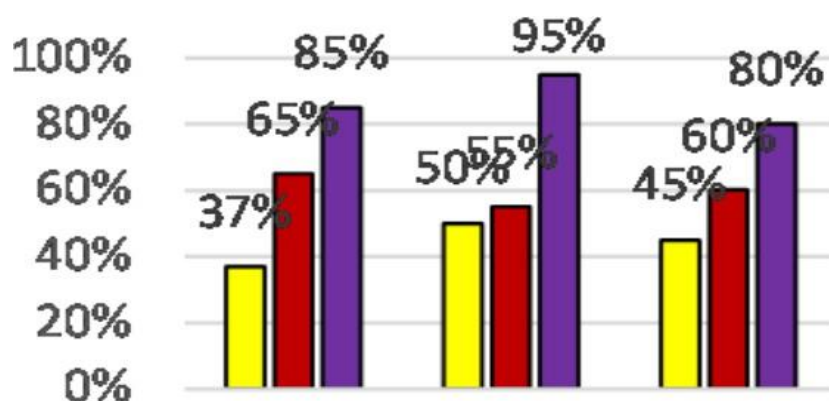


Figure 1. Comparison diagram of writing pre-action drama script text, cycle I and cycle II

There are five criteria used to assess students' drama script writing skills: (1) dialogue, (2) characters/characterization, (3) setting, text sampling, tone, and atmosphere, (4) plot or storyline, and (5) message or moral. Through these five assessment criteria, the improvement in students' drama script writing skills from the pre-cycle, cycle 1, to cycle 2 can be observed.

The pre-cycle was conducted to determine the initial ability of tenth-grade students at SMA Negeri 1 Lhokseumawe in the 2014/2015 academic year to write drama scripts. The pre-cycle activity involved writing drama scripts with free themes or based on each student's ideas. In the pre-cycle, only 2 students met the Minimum Mastery Criteria (in Bahasa known by *Kriteria Ketuntasan Minimal* - KKM), while the other 18 students were still below the KKM.

The average score for the ability to write drama scripts with good dialogue was 1.95, while the average score for the ability to convey characters/characterization was 1.75. The average score for setting, text sampling, tone, and atmosphere was 1.95, the average score for plot or storyline was 1.7, and the average score for message

or moral was 1.75. From these five aspects, the students' ability to write drama scripts had an average score of 9.2. Thus, the students' ability to write drama scripts in the pre-cycle was not yet satisfactory. The initial test scores for writing drama scripts from 20 students showed that only 2 students scored 7.5, and the average score in the pre-cycle was only 6.13. Based on the pre-cycle results, it can be seen that the students' ability to write drama scripts is still categorized as low. The average score obtained by students is still below the Minimum Mastery Criteria (KKM) for the Indonesian language subject, which is 7.5, and is still below the research success criteria, which require more than or equal to 75% of students to achieve the KKM and an average score of 7.5.

In cycle 1, the learning of drama script writing already used the Contextual Teaching and Learning method. Based on the students' scores, 8 students had achieved the KKM, while the other 12 had not yet reached the mastery threshold. This shows an improvement from the pre-cycle to cycle 1. In the pre-cycle, only 2 students had achieved the KKM, and after learning to write drama scripts using the Contextual Teaching and Learning method in cycle 1, the number increased to 8 students. In cycle 1, the average score for the ability to write drama scripts with dialogue was 2.75. The average score for the ability to convey characters/characterization was 2.3. The average score for the ability to determine setting, text sampling, tone, and atmosphere was 2.45. The average score for the ability to determine plot/storyline was 2.45.

The average score for the ability to convey message/moral was 2.4. From these five aspects, the students' ability to write drama scripts had an average score of 12.45. Thus, the students' ability to write drama scripts using the Contextual Teaching and Learning method in cycle 1 was already quite good. Additionally, the improvement in results can be seen from the average score, which increased by 0.93 or 18%, from 6.13 to 7.05. The students' average score at the end of cycle 1 was 7.05. The average score for students' ability to write drama scripts before the action was 6.13. This shows an increase in the score obtained at the end of cycle 1 by 0.93 or 18.5%. This increase did not meet the expectations of the researcher and the teacher, so further action was needed. From the results of drama script writing at the end of cycle 1, there were still shortcomings in expressing dialogue, characters and characterization, setting, plot, and message. Given that the research results in cycle 1 did not meet the expectations of the researcher and the teacher, cycle 2 was conducted. In cycle 2, the researcher still used the Contextual Teaching and Learning method as a reference for writing drama scripts.

The results of the drama script writing test in cycle 2 are the second set of data after using the Contextual Teaching and Learning method, accompanied by efforts to improve learning. Cycle 2 activities were carried out with more thorough planning and preparation compared to cycle 1. With the improvements made in cycle 2, the research results in the form of drama script writing test scores are expected to improve from good to even better. The scores obtained for drama script writing using the Contextual Teaching and Learning method in cycle 2 show that out of 20 students, 17 have achieved the Minimum Mastery Criteria (KKM), while 3 have not. This shows an improvement from cycle 1 to cycle 2. In cycle 1, 8 students had achieved the KKM, and after learning to write drama scripts using the Contextual Teaching and Learning method in cycle 2, the number increased to 17 students. From the table above, it can also be seen that the average score for the ability to write drama scripts with good dialogue was 3.65. The average score for the ability to convey characters/characterization was 2.75. The average score for the ability to determine setting, text sampling, tone, and atmosphere was 2.95. The average score for the ability to determine plot/storyline was 3.05.

The average score for the ability to convey message/moral was 3.1. From these five aspects, the students' ability to write drama scripts had an average score of 15.5. Thus, the students' ability to write drama scripts using the Contextual Teaching and Learning method in cycle 1 was already good. Additionally, the improvement in results can be seen from the students' average score at the end of cycle 2, which was 7.80. This shows an increase in the average score obtained at the end of cycle 2 by 0.75 or 15%. From the results of drama script writing at the end of cycle 2, it can be seen that the students' ability to write drama scripts has improved compared to the initial test results before the action. The results have met the expected target, with only 3 out of 20 students scoring below the KKM, or 85% of students achieving the KKM, and the average score reaching 7.80. Therefore, the researcher and the teacher decided not to continue the improvement in the next cycle.

In cycle 2, the students' writing was better compared to the results in cycle 1. In cycle 2, the students already understood how to write good drama scripts. Based on each indicator, the results were quite satisfactory. The scores obtained by students in cycle 1 were still far from the maximum score that students could potentially achieve. From the students' drama script writing, there were still many mistakes or imperfections. The scores obtained by students in cycle 2 were good, although they had not yet reached the maximum score. The mistakes made by students were fewer. At the end of cycle 2, there was an improvement in students' ability to write drama scripts. This can be seen from the final results of cycle 2. At the end of cycle 2, the students' average score was 7.80, while the average score at the end of cycle 1 was 7.05. This means there was an increase of 0.75 or 15%. Compared to the

initial test scores before the action, the students' ability to write drama scripts in this cycle showed a significant improvement. The average score before the action was 6.13, while the average score at the end of cycle 2 was 7.80. This means there was an increase of 1.68 or 33.5%. In cycle 2, the students' ability to write drama scripts improved. The writing produced by students was better compared to the results in cycle 1. In cycle 2, students already understood how to write drama scripts and the aspects or elements that must be included in writing drama scripts. However, in cycle 2, there were still 3 students who had not achieved the KKM. The students who had not achieved the KKM were subject 1 (Idul Adha), subject 2 (Muhammad Mahfud), and subject 3 (Nawang Ardiansyah). Each of these subjects had their own weaknesses in writing drama scripts. Subject 1's weaknesses were in conveying characters and character portrayal, setting, text sampling, tone, plot, and message delivery. Subject 2's weaknesses were in conveying characters and character portrayal, setting, text sampling, tone, and plot. Subject 3's weaknesses were in conveying characters and character portrayal and plot. The improvement in students' ability to write drama scripts did not happen overnight but required a long process of practicing drama script writing using the Contextual Teaching and Learning method. Therefore, the teacher must first explain how to write drama scripts to students before the action begins and during the action because students do not yet fully understand how to write drama scripts. This is evidenced by the results of an interview with the Indonesian language teacher, who stated that she had never given material on writing drama scripts to students before. The teacher only asked students to write drama scripts based on the instructions in the textbook. Therefore, the students' drama script writing results were far from perfect. The use of the Contextual Teaching and Learning method in Indonesian language learning, especially in drama script writing, can have a positive impact on students. With the use of the Contextual Teaching and Learning method, students' ability to write drama scripts improved. This can be seen from the increase in drama script writing scores in each cycle. The data in the form of a diagram is as follows.

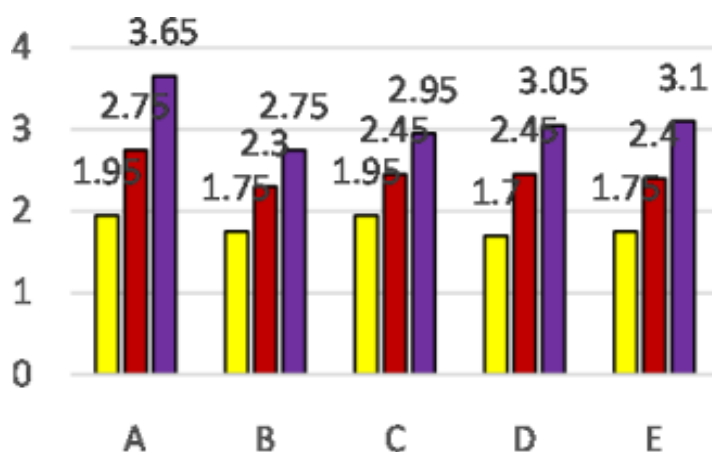


Figure 2. Comparison diagram of average scores of drama script writing in pre-cycle, cycle i, and cycle ii

Note;

A: Dialogue and Theme

B: Characters and Characterization

C: Setting, Text Sampling, Tone, and Atmosphere D:

Plot/Storyline

E: Message/Moral

Students stated that the use of the Contextual Teaching and Learning method helped them develop ideas and write drama scripts fluently. Most students agreed to develop drama script writing learning using the Contextual Teaching and Learning method. Students felt that the use of the Contextual Teaching and Learning method truly improved their ability to write drama scripts. With the Contextual Teaching and Learning method, they were able to identify their weaknesses in writing drama scripts and then worked to improve them. These weaknesses were identified after the corrected writing was returned to the students.

After conducting drama script writing learning using the Contextual Teaching and Learning method, it was found that students' ability to write drama scripts improved. The improvement in students' ability to write drama scripts was determined through evaluations conducted by the teacher and researcher in each cycle. The teacher distributed the results and discussed the mistakes in the writing so that from one meeting to the next, the mistakes in drama script writing became fewer. In the end, students agreed with the use of the Contextual Teaching and Learning method.

Learning method. During the teaching and learning process, students appeared enthusiastic and more motivated to learn. Based on these findings, the use of the Contextual Teaching and Learning method in drama script writing learning has been proven to improve students' ability to write drama scripts. The improvement achieved by students during the action process was 1.68 or 33.5%. With this improvement in students' ability to write drama scripts, the goal of this research has been achieved as expected by the researcher and the Indonesian language teacher.

CONCLUSION

Based on the research results, the following conclusions can be drawn: 1) The use of the Contextual Teaching and Learning method can increase the interest and learning attitudes of tenth-grade students at SMA Negeri 1 Lhokseumawe in the 2014/2015 academic year. This improvement can be seen from the results of the questionnaire filled out by students. The average pre-cycle results for student interest were 39% positive responses, 28.5% sometimes responses, and 32.5% negative responses. In cycle I, the results were 45% positive responses, 31% sometimes responses, and 23.5% negative responses. In cycle II, the results were 72% positive responses, 15.5% sometimes responses, and 12.5% negative responses. The average pre-cycle results for student learning attitudes were 4%, in cycle I they were 60%, and in cycle II they were 86.67%. 2) The use of the Contextual Teaching and Learning method can improve the results of drama script writing learning for tenth-grade students at SMA Negeri 1 Lhokseumawe.

The improvement in drama script writing learning results can be seen from the increase in students' average scores in drama script writing. In the pre-cycle, the class average was 6.13, and only 2 students (10%) met the KKM. In cycle I, the class average increased to 7.05, and 8 students (40%) met the KKM. In cycle II, the class average increased to 7.80, and 17 students (85%) met the KKM. Based on the scores obtained, it can be concluded that from the pre-cycle to cycle II, students' ability to write drama scripts improved by 1.68 or 33.5%, from a score of 6.13 to 7.80. Based on the above conclusions, the following suggestions are offered: (1) teachers should be selective in choosing teaching methods, (2) teachers need to improve their knowledge and understanding of various teaching methods that can be used in learning, (3) students are expected to actively participate and be serious in learning activities, (4) students should utilize all their potential to support their academic achievements, (5) students should practice writing drama scripts regularly to improve the quality of their work, (6) schools should facilitate and fully support teachers in implementing innovative teaching methods, and (7) other researchers should use the results of this research as a reference for future research.

REFERENCES

- Alwasilah, A. Chaedar. 2011. (Contextual Teaching and Learning) Menjadikan Kegiatan Belajar Mengajar Mengasyikkan dan Bermakna. Bandung: Kaifa.
- Johnson, Elaine. 2006. Contextual teaching and learning. Bandung: MLC.
- Niswah, Nunun. 2015. Keterampilan dan Nilai sebagai Materi dalam Pendidikan. Diakses dari <http://tugasniswah.blogspot.co.id/2015/04/keterampilan-dan-nilai-sebagai-materi.html> (30 April 2017).
- Nurhadi. 2004. Pembelajaran Kontekstual (Contextual teaching and learning) dan Penerapannya Dalam KBK. Semarang : Universitas Negeri Malang.
- Sukirno, 2013. Belajar Cepat Menulis Kreatif Berbasis Kuantum. Yogyakarta : Pustaka Belajar.
- Tarigan, Hendry Guntur. 2008. Menulis sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa
- Widyahening, dkk. 2012. Kajian Drama Teori dan Implementasi. Surakarta: Cakrawala Media