

The Influence of Problem Based Learning Models on the Ability to Write Dramatic Texts for Class VII Students of SMP Negeri 3 Pagaran

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Abstract. The problem of this research is the Influence of Problem-Based Learning Models on the Ability to Write Dramatic Texts for Class VII Students of SMP Negeri 3 Pagaran. This study aims to determine the effect of problem-based learning models on the ability to write drama texts for seventh grade students of SMP Negeri 3 Pagaran. In carrying out the research, the research sample for class VII-4 was determined, which amounted to 36 people. The method used in this study is the experimental method of *one group pre-test and post-test design pre-test*. After the normality test and homogeneity test were carried out, it was known that the L_{count} was 0.13 using $\alpha = 0.05$ and $N = 36$, then the critical value through the Liliefors test obtained L_{label} 0.1456. Thus, $L_{count} < L_{table}$ is $0.13 < 0.1456$. This shows that the data before using the problem-based learning model above is normally distributed. From the results of the homogeneity test, it is obtained that $F_{count} = 1.06$ with dk as the numerator of 36, and from the F distribution table and from the F distribution table for $\alpha = 0.05$, the F_{table} value is 1.78. So $F_{count} < F_{table}$, ie $1.06 < 1.78$ and it can be concluded that the research sample comes from a homogeneous population.

Keywords: Problem Based Learning Model, Writing Drama Text

I. INTRODUCTION

A. Background of the problem

Writing skills are one of the components of language skills that are important in educational life and social life. Writing skills are productive skills that can only be mastered after mastering other language skills. Writing skills are language skills that are considered to have more difficulties than other language skills. The activity of producing is part of writing skills, or producing writing. It requires students to be more creative, innovative, and expressive in expressing ideas or ideas.

Dalman H [3] said, "Students are not able to write plays. Students find it difficult to write drama scripts, especially for aspects of plot, characterization, and dialogue and punctuation. Students do not know where to start writing plays and how to write plays. This is evidenced by the students' learning outcomes in writing dramas which are very concerning. Student learning outcomes do not reach the KKM, do not achieve classical completeness.

Ratna Imani [8] in writing drama texts students are expected to be able to compose a story but often I receive complaints from students who want to start writing it is difficult where to start writing in a story. Most of them state that they have something to write about, but how to write it. How should I start. This is the task of the teacher to be able to provide enlightenment about the problems currently faced by students.

Learning to write in general is expected to produce students who have critical thinking skills, express ideas or ideas about a problem presented by the teacher, provide views on an opinion, and can provide solutions, suggestions for these problems. To be able to realize all that, of course, teachers as motivators and innovators must be able to present and offer learning that is creative, new, and interesting, both for students and the world of education. The awareness of teachers to be able to apply creative and interesting learning seems to be lacking. The use of learning models that are still conventional are more in demand and applied in the process of teaching and learning activities.

Learning that does not involve students actively can hinder students' critical thinking skills which are expressed in the form of opinions and ideas. Based on these problems, it is necessary to have a learning strategy that can solve these problems. The presentation of real phenomena, authentic and meaningful problems and is felt to be able to challenge students to think critically is a learning situation that should be applied in learning to write drama texts.

Problem-based learning model (*Problem Based Learning*) is a learning model that is considered appropriate to be applied, because problem-based learning uses real-world problems as a learning context for students about critical thinking and problem-solving skills. Noor [13], the problem-based learning model is expected that students can develop thinking skills in

solving problems and become independent learners so that student learning outcomes increase. In addition, it can also help students learn problem solving skills by involving them in real situations.

Based on the above facts, researchers are interested in conducting research with the title, "The Influence of Problem-Based Learning Models on the Ability to Write Dramatic Texts by Class VII Students of SMP Negeri 3 Pagaran in the 2021/2022 Academic Year".

B. Identification of problems

Based on the above background, the identification of this research is:

1. Students' skills in writing drama texts are still low.
2. Students have difficulty expressing their ideas in writing drama texts.
3. The learning model used by the teacher is less effective.
4. Lack of practice in writing drama texts.

C. Restricting the problem

Based on the background and problem identification above, the research problem is, "The Influence of Problem-Based Learning Models on the Ability to Write Dramatic Texts by Class VII Students of SMP Negeri 3 Pagaran in the 2021/2022 Academic Year".

D. Formulation of the problem

The formulation of the research problem is as follows:

1. How is the ability to write drama texts before using the problem-based learning model by class VII students of SMP Negeri 3 Pagaran for the 2021/2022 academic year.
2. How is the ability to write drama texts after using the problem-based learning model by grade VII students of SMP Negeri 3 Pagaran for the 2021/2022 academic year?
3. Is there any effect of the problem-based learning model on the ability to write drama texts by grade VII students of SMP Negeri 3 Pagaran for the 2021/2022 academic year.

E. Research Objectives

The aims of this research are:

1. To find out the ability to write drama texts for seventh grade students of SMP Negeri 3 Pagaran for the academic year 2021/2022 before using the problem-based learning model.
2. To determine the ability to write drama texts for seventh grade students of SMP Negeri 3 Pagaran for the academic year 2021/2022 after using a problem-based learning model.
3. To find out whether there is an effect of problem-based learning model on the ability to write drama texts by grade VII students of SMP Negeri 3 Pagaran for the 2021/2022 academic year .

E. Research Benefits

The results of this study are expected to provide benefits:

1. Theoretical Benefits
Theoretically, this research is expected to provide additional knowledge in language learning theory, especially learning to write drama texts with a problem-based learning model.
2. Practical Benefits
 1. For student
This research is expected to motivate students in improving the ability to write drama texts
 2. For Teachers
With this research, the teacher will get an alternative problem-based learning model, especially in learning to write drama texts.
 3. For School
Schools can have more reference models of learning in improving students' writing skills in drama texts. Thus, the school will produce students who are skilled, creative, and qualified.
 4. For Readers
As information material to broaden horizons in the field of Indonesian language education, especially about the effect of problem-based learning models on the ability to write drama texts.
 5. For Researchers
This research is expected to be a source of information and reference material for other researchers who are researching relevant issues.

F. Theoretical Framework

1. The Nature of Problem-Based Learning Model

a. Definition of Problem-Based Learning Model

According to Rosmawaty [17] suggests that " *Problem Based Learning* is an innovation in learning because in this model students' thinking skills are really optimized through a systematic group or team work process, so that students can empower, hone, test, and develop their thinking skills on an ongoing basis.

Furthermore, according to Tarigan, Henry Thunder [24] suggests "Problem-based learning model is a learning approach in which students work on authentic problems with a view to compiling their own knowledge, developing inquiry and higher-order thinking skills, developing independence, and self-confidence."

From the expert opinion above, it can be understood that problem-based learning (*Problem Based Learning*) is a learning model that uses real-world problems as a context for students to learn, by building critical thinking and skills in problem solving, as well as constructing essential knowledge and concepts. of the subject matter. So problem-based learning has the idea that learning can be effective and achieved if learning activities are centered on tasks or problems that are authentic, relevant and presented in a context.

b. Characteristics of Problem Based Learning Model

Problem-based learning model can be interpreted as a series of learning activities that emphasize the process of solving problems faced scientifically. According to Suparno [22], there are three main characteristics of the problem-based learning model: *First, the problem-based learning model* is a learning activity, meaning that in its implementation problem-based learning is a number of activities that students must do. The problem-based learning model does not expect students to just listen, take notes, then memorize the subject matter, but through the problem-based learning model students actively think, communicate, search and process data, and finally conclude. *Second*, learning activities are directed at solving problems. The problem-based learning model places problems as the keywords of the learning process. *Third*, problem solving is done by using a scientific thinking approach. Thinking using the scientific method is a deductive and inductive thinking process. This thinking process is carried out systematically and empirically. Systematic means that scientific thinking is carried out through certain stages, while empirical means that the problem solving process is based on clear data and facts.

c. Characteristics of Problem Based Learning Model

According to Tarigan, Henry Thunder [24] various problem-based learning model developers have provided problem-based learning models that have the following characteristics.

1) Submitting a question or problem. 2) Linkages with other disciplines. 3) Authentic investigation. 4) Produce products/works and display them
5) Collaboration.

d. The Purpose of the Problem-Based Learning Model

Problem-based learning models are not designed to help teachers provide as much information as possible to students as in direct learning and lectures, but problem-based learning models are developed to help students develop thinking skills, develop problem-solving skills, intellectual skills, and become independent students.

e. Stages of Problem-Based Learning Model

According to Suparno [22], that many experts explain the form of application of problem-based learning models. John Dewey, an American education expert, explained 6 steps of problem-based learning which he named the problem solving method, namely:

1. Formulating the problem, which is the student's step in determining the problem to be solved.
2. Analyzing the problem, which is the step of students reviewing the problem critically from the point of view.
3. Formulating hypotheses, namely the steps of students formulating various possible solutions according to their knowledge. At this stage students are expected to be able to determine the cause and effect of the problem to be solved so that they can determine various possibilities to solve the problem.
4. Collecting data, which is the step of students looking for and describing the information needed for problem solving. At this stage students are encouraged to collect relevant data then map and present it in various views so that it is easy to understand.
5. Hypothesis testing, namely the steps students take and formulate conclusions in accordance with the acceptance and rejection of the proposed hypothesis. At this stage students are expected to be able to examine more deeply the data that has been obtained to see the relationship between these data and the problem to be studied.
6. Formulating problem solving recommendations, namely the steps of students describing recommendations that can be made according to the formulation of the results of hypothesis testing and the formulation of conclusions. At this stage

students are expected to be able to choose an appropriate alternative solution, then take into account the possibilities and consequences that will occur in connection with the chosen alternative.

f. Problem Based Learning Model Management

According to Arends in Tarigan, Henry Thunder [24] the management of problem-based learning models has 5 main steps, namely:

- 1) Orient the students to the problem. Students need to understand that the goal of learning is not to acquire large amounts of new information, but to investigate important issues and become independent students. A good way to present a problem for a subject matter in problem-based learning is to use surprising and mysterious events that arouse interest and desire to solve the problem at hand.
- 2) Organizing students to learn. The problem-based learning model requires the development of collaboration skills among students and helping each other to investigate problems together. In this regard, students need teacher assistance in planning investigations and reporting tasks. Organizing students into study groups on a problem-based learning model can use cooperative learning methods.
- 3) Guide the investigation independently or in groups. a) The teacher helps students in gathering information from various sources, students are given questions that make them think about a problem and the type of information needed to solve the problem. Students are taught to be active investigators and to be able to use appropriate methods for the problems they face, students also need to be taught what and how to do proper investigative ethics. b) The teacher encourages the exchange of ideas and ideas freely. Full acceptance of these ideas is very important at the investigation stage in the context of problem-based learning. At this stage the teacher provides the help students need without interfering with student activities. c) The pinnacle of problem-based learning projects is the creation and demonstration of work results.
- 4) Develop and present work results.
- 5) The results that have been obtained must be presented according to students' understanding. Students independently or in groups respond to the work of their friends. In this case the teacher directs, responds to the opinions given by students.
- 6) Analyze and evaluate the results of problem solving

Table 1
Problem Based Learning Model Syntax

Stage	Teacher's Behavior
Stage 1 Student orientation on problems	The teacher explains the learning objectives, explains the logistics needed, motivates students to be involved in the problem-solving activities of their choice.
Stage 2 Organizing students to learn	The teacher helps students define and organize learning tasks related to the problem.
Stage 3 Guiding individual and group investigations	The teacher encourages students to collect appropriate information, carry out experiments, to get explanations and solve problems.
Stage 4 Develop and present the work	The teacher helps students in planning and preparing appropriate works such as reports, videos, and models and helps them to share assignments with their friends.
Stage 5 Analyze and evaluate the results of problem solving	Teachers help students to reflect or evaluate their investigations and the processes they use.

g. Advantages and Disadvantages of Problem-Based Learning Model

The advantages of problem-based learning models include:

- 1) Students better understand the concepts being taught because they themselves discovered the concept.
- 2) It involves actively solving problems and demands students' higher thinking skills.
- 3) Embedded knowledge based on students' schemas so that learning is more meaningful.
- 4) Students can feel the benefits of learning because the problems solved are related to real life.
- 5) The learning process through problem-based learning models can familiarize students to face and solve problems skillfully. When faced with problems in everyday life, students already have the ability to solve them.
- 6) Can develop students' ability to think critically and develop their ability to adapt to new knowledge.

Weaknesses of problem-based learning models include:

- 1) Determining a problem whose level of difficulty is in accordance with the level of students' thinking, as well as the knowledge and experience that students already have requires the skills and abilities of the teacher.
- 2) The learning process with the problem-based learning model takes a long time.

- 3) Changing student habits from learning by listening and receiving information from the teacher to learning by thinking a lot to solve problems is a difficulty for students.

2. The Nature of Writing

1. Definition of Writing

Writing is a creative process of expressing ideas in the form of written language for purposes, such as informing, convincing, or entertaining. Suparno [22] state that writing is an activity of delivering messages (communication) using written language as a tool or medium, and furthermore,

In line with the opinion above, Dalman. H. [3] states that writing is expressing ideas or ideas in the form of essays freely. In this case, it requires a broad schemata so that the author is able to express his ideas, ideas, opinions easily and smoothly. Writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity.

Based on the opinions of the experts above, it can be concluded that writing is a process of conveying thoughts, fantasies, feelings, in the form of symbols / signs / meaningful writing.

2. Drama text

Text is an expression of the human mind (language) which is complete in that it has a situation and context. Imani, Ratna [8] states, "Text is an expression of the human mind in which there is a situation and context". Furthermore, the Ministry of Education and Culture [5] states that: Text is a language (both spoken and written) contained in a situational context and cultural context. The context of the situation is the immediate environment in the text. While the cultural context is a system of values and norms that represent a belief in a culture. According to the Big Indonesian Dictionary (KBBI) (2010:1159) it is defined that, "Text is a text in the form of the original words of the author.

From some of the opinions above, it can be concluded that the text is an expression of one's thoughts both verbally and in writing in which there is a situational context and cultural context.

Waluyo, Herman [25] says that, drama texts have the following characteristics: (1) there is a clear problem, (2) there is a clear theme or goal, (3) there is a clear role character, (4) the use of surprises (appropriate plot, (5) starting from the author's pure idea, (6) using good language.

Drama texts not only highlight acting, but also the requirements for messages, the idea is purely the thoughts of the scriptwriter, however, it can also be taken by adapting stories such as short stories, comics, novels, romances, and classic stories. Usually the author reinterprets the story so that many changes occur, be it in terms of point of view, characters, or settings. That's fine, as long as the story doesn't deviate from the original concept.

In line with the opinion above, the writer concludes that drama text is one of the activities whose story ideas originate from human life and are written with the aim of being presented to the audience through dialogue of the actors, usually the dialogue is performed on stage. The notion of text tends to be written or composed as a tool, while the notion of drama tends to be ideas or stories of human life in the form of dialogue (conversation).

3. Types of Drama

Rosmawaty [17] states the types of drama, namely:

- 1) Tragedy drama, drama filled with sadness or misfortune. This is because the main actors from the beginning to the end of the story always run aground in fighting bad luck.
- 2) Comedy plays, humorous or humorous plays, filled with humor or satire or criticism, often end in joy.
- 3) A tragedy-comedy drama, the main character of the tragicomedia is Lpoer de Vegas (Spain). Tragicomedia drama filled with sadness and laughable heart.
- 4) Opera drama which contains singing and music for the most part of the performance. The song is used as a dialogue.
- 5) Operette, a drama similar to opera but shorter.
- 6) Tablea, drama without words or like a pantonym.
- 7) Minikata drama, a drama which when performed does not use dialogue, only by improvising with theatrical movements.
- 8) Ballet, the art of dance drama, without interview (dialogue) everything that is expressed by dance.

4. Dramatic Elements

Akhmad Saliman [9] states, the intrinsic elements of drama are as follows:

- 1) Plot

Plot is a network or series that builds or forms a story from beginning to end. The plot sequence consists of four phases, namely: introduction, beginning of the problem, leading to the climax, and completion. The flow is divided into three parts, namely:

- a) Forward plot, which is the narration of a series of events from the earliest events and then turning to the most recent events.
 - b) Backward plot, i.e. the narration of the last series of events and then turning back to the earliest events
 - c) Mixed plot, which is a combination of forward and backward plots in a story.
- 2) Mandate

The message is everything that the author wants to convey that he wants to imprint indirectly into the minds of the audience of his drama. There are messages in the drama that are directly stated but are generally deliberately hidden implicitly by the playwright in question. Only a professional audience will find this implicit message.

3) Language

The language used in the drama is deliberately chosen by the author with the emphasis on its function as a means of communication.

4) Dialog

Dialogue is mimetic (imitation) and everyday life. There are drama dialogues that are realistic, communicative, but some are unrealistic (aesthetic, philosophical, and symbolic).

5) Background

Setting is the place where the events told in a drama take place. Setting does not only refer to a place but also to space, time, tools, objects, clothes, work systems, and life systems related to the place where the events that become the background of the story occur.

6) Theme

The theme is the whole story and events that exist to be used as a play.

7) Figure

The drama character is a fictional character who serves as the holder of the character's role. The term characterization is also often equated with the term characterization or characterization (not the same as characteristics).

Based on their role in the storyline, characters can be classified into three types, namely:

- a) Antagonist, the main character behaves evilly.
- b) Protagonist, the main character behaves well.
- c) Tritagonist, a character who acts as a supporting character.

Rahmanto and Adji [15] stated, based on their function in the storyline, characters can be classified into three types, namely:

- a) The central character is the most decisive character in all actions in the drama. In this case, usually the protagonist and antagonist are the central characters.
- b) The main character is the main actor in a drama. The character who appears the most or is talked about the most in the drama.
- c) Supporting characters, characters who act as supporting characters who play a role or add to the entire fabric of the story.

2.2 Conceptual Framework

One of the things that is needed in choosing a learning model is paying attention to the steps in a well-chosen learning model so that the learning objectives to be achieved using the learning model are achieved. The following will explain the steps of the problem-based learning model in learning to write drama script texts.

The first thing in learning using a problem-based learning model is the existence of a problem to be solved. Teachers can propose phenomena or demonstrations or stories to raise problems. After problems arise, students are required to find solutions related to existing problems. Students collect data as information to solve existing problems. In this stage, the purpose of learning is to use a problem-based learning model so that students can develop thinking skills and problem solving skills, students become independent learners, and the acquisition or mastery of learning materials can be achieved. After conducting an investigation, students then present the results of their investigation related to the problem at hand. Students then have a discussion about their findings.

After discussing, students can create appropriate works such as reports. Student reports in learning to write drama texts using a problem-based learning model. Students then together with the teacher exchange opinions and evaluate the results of learning to write drama texts that have been done.

2.3 Research Hypothesis

The hypothesis of this research is as follows: "There is a positive and significant effect of problem-based learning model on the ability to write drama texts by grade VII students of SMP Negeri 3 Pagaran in the academic year 2021/2022".

II. METHODS

A. Research Location and Time

1. Research sites

This research was carried out at SMP Negeri 3 Pagaran for the 2021/2022 academic year. The considerations for choosing the location of this research are:

1. The school has never conducted similar research with the topics studied in this study.
2. The number of population to be studied is sufficient for research
3. The school gave permission to the researcher.
4. There is convenience for researchers, because it is not too far away so that it helps in terms of funding and time.

2. Research time

This research was conducted in the even semester of April 2022.

B. Population and Sample

1. Population

According to Sugiono [21] said, "Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics that are applied by researchers to be studied and then drawn conclusions". The population of this study was all students of class VII SMP Negeri 3 Pagaran for the academic year 2021/2022, totaling 153 people consisting of 5 classes.

2. Sample

According to Arikunto [2] states that, "The sample is part or representative of the population being studied". Sampling must be carried out in such a way that a sample (sample) can truly serve as an example. The sample of this study was class VII-4, amounting to 36 people.

C. Research design

The type of design used in this study is the *One-Group Pretest-Posttest Design*. Sugiyono [21] "In this design there is a pretest, before being given treatment". In this design, the data collection technique was carried out twice, namely before and after the experiment (*posttest*).

Table 2

Research design			
Class	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂

D. Research Instruments

According to Sugiyono [21], "In principle, research is to take measurements, so there must be a good tool. Measuring tools in research are usually called research instruments. The research instrument used as a measure of students' ability to write drama texts is an essay test.

Table 3

Criteria for Assessment of Ability to Write Dramatic Texts

No	Rated aspect	Indicator	Score
1.	Theme	a. The theme really describes the core problem of the story contained in the drama	10
		b. Themes that do not describe the core problems of the story contained in the drama	7
		c. The theme does not describe the core problem of the story contained in the drama	3
2.	Characters and Characterizations	a. Characters / Characterizations must match the character of the story characters	20
		b. Characters / Characterizations are not in accordance with the character of the story characters	10

		c. Characters / Characterizations do not match the character of the story characters	5
3.	Dialog	a. Dialogue is very suitable for the characters of the story and the setting in the drama	20
		b. The dialogue does not match the characters of the story and the background situation in the drama	10
		c. Dialogue does not match the characters of the story and the setting in the drama	5
4.	Plot	a. The plot is in accordance with the series of stories formed by the stages of events	10
		b. The plot is not in accordance with the series of stories formed by the stages of student events	7
		c. The plot does not match the series of stories formed by the stages of events	3
5.	Settings/Background	a. Setting/Background really translates the situation, time, and place where the event takes place.	20
		b. Setting/Background does not translate the situation, time, and place where the event takes place	10
		c. Setting/Background does not translate the situation, time, and place where the event takes place	5
		Amount	100

Table 4
 Rating Category

Score	Category
85-100	Very good
75-84	Well
65-75	Enough
55-64	Not enough
0-54	Very less

E. The Run of the Experiment

The steps taken in this research are as follows:

Table 5
 One group pre-test and post-test design experiments

Meeting 1

No	Teacher Activities	Student Activities	Time
1	Giving <i>pre-test</i> to students in the form of assignments for students to write drama texts according to students' real events.	Writing drama texts according to students' real events	45 minutes

Meeting 2

No	Teacher Activities	Student Activities	Time
1	(Initial activity) - Greet students - Attend students	(Initial activity) - Answering greetings from the teacher	10 minutes

-Delivering learning objectives	- Answering absences asked by the teacher	- Listen to what the teacher says
2. (Core activities)	(Core activities)	60 Minutes
Exploration	3. Listen to what the teacher has to say	
In teacher exploration activities:	4. Students determine real events that will be written into drama texts	
1. Able to tell stories in good order, voice, pronunciation, intonation, gestures and appropriate expressions.	5. Students determine the intrinsic elements based on real events that will be written into a drama script	
2. Facilitating students to read examples of drama texts carefully		
Elaboration		
In the elaboration activity, the teacher:	20. Doing what the teacher assigned	
6. Facilitating students through giving assignments, discussions, and others to come up with new ideas both orally and in writing;		
7. Facilitate students to make exploration reports which are carried out both orally and in writing, individually or in groups;		
8. Facilitate students to present the results of individual and group work;		
9. Facilitating students to conduct exhibitions, tournaments, festivals, and the resulting products;	21. Doing what the teacher assigned	
10. Facilitating students to carry out activities that foster pride and confidence in students.		
Confirmation		
In the confirmation activity, the teacher:	22. Doing what the teacher assigned	
11. Provide positive feedback and reinforcement in the form of oral, written, gestures, and prizes for the success of students'		
12. Provide confirmation of the results of exploration and elaboration of students through various sources'	23. Doing what the teacher assigned	
13. Facilitating students to reflect to gain the learning experience that has been done,		
14. Facilitate students to gain meaningful experience in achieving basic competencies:		
15. Serves as resource persons and facilitators in answering questions of students who face difficulties, using standard and correct language;	24. Doing what the teacher assigned	
16. Help solve problems;		
17. Provide a reference so that students can check the results of exploration;		
18. Provide information to explore further;		
19. Provide motivation to students who are less or have not actively participated.		

		25. Responding to teacher feedback
		26. Pay attention to teacher directions
		27. Doing what the teacher assigned
		28. Do what the teacher tells you to do and listen to the directions and apply them
3.	(End activities)	(End activities)
	29. The teacher ends the lesson by saying greetings	30. Students answer greetings

Meeting 3

No	Teacher Activities	Student Activities	Time
1	Giving <i>post-test</i> to students in the form of assignments for students to write drama texts according to students' real events.	Writing drama texts according to students' real events.	45 enit

F. Data Processing Organization

To obtain data, there are several steps taken by researchers, namely:

1. Tabulate pre-test scores
2. Tabulate post-test scores
3. Finding the mean of the pre-test results
4. Finding the mean of post-test result variables
5. Finding the standard deviation of the pre-test results
6. Finding the standard deviation of the post-test results
7. Looking for the standard error of the pre-test result variable
8. Finding the standard error of the post-test result variable
9. Perform normality test
10. Perform homogeneity test
11. Test the hypothesis

G. Data Analysis Techniques

The collected data will then be analyzed in order to achieve maximum results. The analysis can be carried out with the following steps:

1. Compile pre-test and post-test data in tabular form
2. Calculating the average score of the pre-test and post-test variables
3. Calculating the standard deviation of the pre-test result variables
4. Test for normality with the following steps:
 - a. Data $X_1, X_2, X_3, \dots, X_n$ are converted into numbers $Z_1, Z_2, Z_3, \dots, Z_n$ using the formula $Z_1 = \frac{X_1 - \bar{X}}{S}$
 - b. Each standard number using the standard normal distribution list, then calculated by the formula: $F(Z_1) = P(Z \leq Z_1)$.
 - c. Calculates the proportion of $Z_1, Z_2, Z_3, \dots, Z_n$ which is less than or equal to Z_i
 If this proportion is expressed by $S(Z_i) = P(Z \leq Z_i)$ then:

$$S(Z_n) = \frac{\text{banyak } Z_1, Z_2, Z_3, \dots, Z_n \text{ yang } \leq Z_i}{n}$$
 - d. Calculate the difference $F(Z_i) - S(Z_i)$, then determine the absolute value.
 - e. Take the largest value between the difference with L_o and the critical value L taken from the liliophors test list with a significance level of 0.05 (5%). By test criteria:

If $L_o < L_{table}$ then the data is normally distributed

If $L_o > L_{table}$ then the data is not normally distributed

f. Homogeneity test

The homogeneity test aims to determine whether the data have the same variance (homogeneous) or not. The formula used is:

$$F = \frac{S_1^2}{S_2^2}$$

g. Test the research hypothesis

The research hypothesis test was carried out using the "t" test [19] with the following formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

h. The standard error of the mean pre-test and post-test with the formula

$$SE_M = \frac{SD}{\sqrt{N-1}}$$

i. The standard error of the difference between the mean pre-test and post-test with the formula

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

III. RESULTS AND DISCUSSION

A. Research result

1. Data Description of Ability to Write Dramatic Texts Before Using Problem-Based Learning Model

Table 6
Data on the Result of Ability to Write Dramatic Texts Before Using Problem-Based Learning Models

No	Student's name	Pre-Test
1	Alex A. Lbn.toruan	70
2	Alpon A. Nababan	70
3	Ayu L. Silitonga	70
4	Bhetaria H Nababan	70
5	Daniel Simanungkalit	55
6	Darlis Sianturi	65
7	Dedi Nababan	70
8	Dina P. Lbn.toruan	60
9	Evaldo Sihombing	65
10	Elsa Siagian	50
11	Gabriel Situmorang	65
12	Hertina Nababan	60
13	Gracia Lbn.toruan	65
14	Gugun Pasaribu	80
15	Harvest Lbn.toruan	75
16	Irawati Lbn.toruan	80
17	Irwansya Nababan	60
18	Joshua Sinaga	75
19	Joy Frans Nababan	60
20	Juanri Pasaribu	75
21	Lasria R. Lubis	50
22	Jasmine ST Lubis	75
23	Nadia D Aritonang	50
24	Octavia Hutsoit	65

25	Olivia M. Lbn.toruan	60
26	Rivaldo Nababan	60
27	Ratnasari Lbn.toruan	60
28	Radit S Nababan	80
29	Rafael Manalu	55
30	Rido S. Lubis	80
31	Revika Lbn.toruan	55
32	Healthy M. Please	65
33	Septriani Manalu	60
34	Timoty Nababan	65
35	Tasya Aritonang	75
36	Yohana Lbn.toruan	75
	Amount	2335
	Average	64.8

2. Data Description of Ability to Write Drama Text After Using Problem Based Learning Model

Table 7
Data Result of Ability to Write Drama Text After Using
Problem Based Learning Model

No	Student's name	Post-Test
1	Alex A. Lbn.toruan	75
2	Alpon A. Nababan	75
3	Ayu L. Silitonga	80
4	Bhetaria H Nababan	70
5	Daniel Simanungkalit	75
6	Darlis Sianturi	90
7	Dedi Nababan	85
8	Dina P. Lbn.toruan	75
9	Evaldo Sihombing	75
10	Elsa Siagian	60
11	Gabriel Situmorang	85
12	Hertina Nababan	85
13	Gracia Lbn.toruan	80
14	Gugun Pasaribu	85
15	Harvest Lbn.toruan	85
16	Irawati Lbn.toruan	80
17	IrwansyaNababan	90
18	Joshua Sinaga	85
19	Joy Frans Nababan	80
20	Juanri Pasaribu	75
21	Lasria R. Lubis	80
22	Jasmine ST Lubis	65
23	Nadia D Aritonang	80
24	Octavia Hutsoit	60
25	Olivia M. Lbn.toruan	75
26	Rivaldo Nababan	75
27	Ratnasari Lbn.toruan	70
28	Radit S Nababan	75
29	Rafael Manalu	65
30	Rido S. Lubis	90
31	Revika Lbn.toruan	65

32	Healthy M. Please	85
33	Septriani Manalu	70
34	Timoty Nababan	70
35	Tasya Aritonang	70
36	Yohana Lbn.toruan	90
Amount		2770
Average		76.9

B. Data Analysis

1. Analysis of Result Data Before Using Problem-Based Learning Model

It is known that the results before using the problem-based learning model included a good category of 9 students or 26.67%, a sufficient category of 13 students or 63.33%, a poor category of 11 students or 27.78% and a very poor category of 3 students or 8.33%. The identification of the results before using the problem-based learning model above is included in the normal and reasonable categories, because the most numerous categories are sufficient categories.

Table 8
 Identification of Trends in Pre-Test Results

Range	F. Absolute	F.Relative	Category
85-100	0	0%	Very good
75-84	9	26.67%	Well
65-74	13	63.33%	Enough
55-64	11	27.78%	Not enough
00-54	3	8.33%	Very less
Amount	36	100%	

Table 9
 Frequency Distribution of *Pretest Results*

X	F	FX	$X = X - \bar{X}$	X^2	FX^2
50	3	150	-14.8	219.04	667.12
55	4	220	-9.8	96.04	384.16
60	6	360	-4.8	23.04	138.24
65	9	385	0.2	0.04	0.36
70	8	560	5.2	27.04	216.32
75	4	300	10.2	104.04	416.16
80	2	160	15.2	700,28	462.08
Σ	36	2335			2274.44

From the table above, it can be seen that F_x is 2335 and F_x^2 is 2274.44. Next, we will look for the mean and standard deviation of the *Pre-Test*

1. Average (*Mean*)

$$M_x = \frac{\sum Fx}{N}$$

$$= \frac{2335}{36}$$

$$= 64.8$$

b. Standard Deviation

$$SD_{xy} = \sqrt{\frac{\sum Fx^2}{N}}$$

$$= \sqrt{\frac{2274,44}{36}}$$

$$= \sqrt{63,17}$$

$$= 7,9$$

2. Analysis of Result Data After Using Problem-Based Learning Model

Based on the table above, it is known that the results after using the problem-based learning model on the ability to write drama texts are included in the very good category as many as 11 people or 27.78%, the good category as many as 15 people or 44.44%, the sufficient category as many as 8 people or 22.22%, and the category of less and very less as many as 2 people or 5.56%. The identification of the results after using the problem-based learning model above is normal and in the reasonable category because the most categories are good categories.

Table 10
 Identification of Trends in Post-Test Results

Range	F. Absolute	F.Relative	Category
85-100	10	27.78%	Very good
75-84	16	44.44%	Well
65-74	8	22.22%	Enough
55-64	2	5.56%	Not enough
00-54	0	0%	Very less
Amount	36	100%	

Table 11
 Frequency Distribution of Results After Using
 Problem Based Learning Model

Y	F	FY	Y- \bar{y}	(Y- \bar{y}) ²	FY ²
60	2	120	-16.9	285.61	571.22
65	3	519	-11.9	141.61	424.83
70	5	350	-6.9	47.61	238.05
75	9	675	-1.9	3.61	32.49
80	7	560	3.1	9.61	67.27
85	6	510	8.1	65.61	393.66
90	4	360	13.1	171.61	686.44
Amount	36	2770	-16.72	725.27	2413.96

From the data above, it can be seen that F_y is 2770 and F_y^2 is 2413.96. Next, the average and standard deviation of the Post-Test will be sought.

a. Average (Mean)

$$M_x = \frac{\sum Fx}{N}$$

$$= \frac{2770}{36}$$

$$= 76,9$$

b. Standard Deviation

$$SD_{xy} = \sqrt{\frac{\sum Fy^2}{N}}$$

$$= \sqrt{\frac{2413,96}{36}}$$

$$= \sqrt{67,05}$$

$$= 8.18$$

C. Normality Test

1. Normality Test Results Before Using Problem-Based Learning Model

Table 12
 Normality Test Results Before Using
 Problem Based Learning Model

X	F	FKum	Zi	F(Zi)	S(Zi)	L
50	3	3	1.87	0.03	0.08	0.05
55	4	7	1.24	0.1	0.19	0.09
60	6	13	0.6	0.27	0.36	0.09
65	9	22	0.02	0.5	0.61	0.13
70	8	30	0.65	0.74	0.83	0.09
75	4	34	1.29	0.9	0.94	0.04
80	2	36	1.92	0.97	1	0.03

To test the normality of the result data before using the problem-based learning model, it is carried out with the following steps.

Given $\bar{X} = 64.8$

$$SD = 7.9$$

$$N = 36$$

a. Standard Deviation

$$S^2 = \sqrt{\frac{\sum Fx^2}{N}}$$

$$= \sqrt{\frac{2274,44}{36}}$$

$$= \sqrt{63,17}$$

$$= 7.9$$

b. Standard Number (Zi)

$$Z_i = \frac{x - \bar{X}}{S}$$

$$= \frac{50 - 64,8}{7,9}$$

$$= -1.87$$

(Thus I to find the next Zi)

c. S(Zi)

$$S(Z_i) = \frac{fkum}{N}$$

$$= \frac{3}{36}$$

$$= 0.08$$

(Thus to find the next S(Zi))

d. F(Zi)

At Zi = (0.5 ± Zi) (based on the table list)

$$F(Z_i) = 0.5 + (-1.87)$$

$$F(Z_i) = 0.5 - 0.4693$$

$$F(Z_i) = 0.03$$

(Thus to find the next F(Zi))

e. L = F(Zi) – S(Zi)

$$= 0.03 - 0.08$$

$$= -0.05 \text{ is absolute to } 0.05$$

(Thus to find the next L)

Based on the table above, it is known that L_{count} is 0.13 using $\alpha = 0.05$ and $N = 36$, then the critical value through the Liliefors test is obtained by L_{table} 0.1456. Thus, $L_{count} < L_{table}$ is $0.13 < 0.1456$. This shows that the data before using the problem-based learning model above is normally distributed.

2. Normality Test Results After Using Problem-Based Learning Model

Table 13
 Normality Test Results After Using
 Problem Based Learning Model

Y	F	FKUM	Zi	F(Zi)	S(Zi)	L
60	2	2	2.06	0.01	0.05	0.04
65	3	5	1.45	0.07	0.13	0.06
70	5	10	0.84	0.2	0.27	0.07
75	9	19	0.23	0.42	0.52	0.10
80	7	26	0.37	0.64	0.72	0.08
85	6	32	0.99	0.83	0.88	0.05
90	4	36	1.6	0.94	1	0.06

To test the normality of the result data after using the problem-based learning model, it is carried out with the following steps.

Given $\bar{X} = 76.9$
 SD = 8.18
 N = 36

a. Standard Deviation

$$S^2 = \sqrt{\frac{\sum Fx^2}{N}}$$

$$= \sqrt{\frac{2413,96}{36}}$$

$$= \sqrt{67,05}$$

$$= 8.18$$

b. Standard Number (Zi)

$$Z_i = \frac{x - \bar{X}}{S}$$

$$= \frac{60 - 76,9}{8,18}$$

$$= -2.06$$

(Thus to find Zi next)

c. S(Zi)

$$S(Z_i) = \frac{fkum}{N}$$

$$= \frac{2}{36}$$

$$= 0.05$$

(Thus to find the next S(Zi))

d. F(Zi)

$F(Z_i) = (0.5 \pm Z_i)$ (based on the table list)

$$F(Z_i) = 0.5 + (-2.06)$$

$$F(Z_i) = 0.5 - 0.4803$$

$$F(Z_i) = 0.01$$

(Thus to find the next F(Zi))

e. L = $F(Z_i) - S(Z_i)$

$$= 0.01 - 0.05$$

$$= -0.04 \text{ amplified to } 0.04$$

(Thus to find the next L)

Based on the table above, it is known that the calculated L is 0.10 using $\alpha = 0.05$ and $N = 36$, then the critical value through the Liliefors test is obtained by $L_{table} 0.1456$. Based on these data, $L_{count} < L_{table}$ is $0.10 < 0.1456$. This shows that the data after using the problem-based learning model above is normally distributed.

3. Homogeneity Test

The homogeneity test was conducted to determine whether the sample in this study came from a homogeneous population or not, to test the homogeneity of the data, the two-variance homogeneity test was carried out as follows.

$$F = \frac{\text{Varians Terbesar}}{\text{Varians Terkecil}}$$

$$F = \frac{S_1^2}{S_2^2}$$

Where, $S_1^2 =$ Largest variance

$S_2^2 =$ Smallest variance

$$F = \frac{67,05}{63,17}$$

$$= 1.06$$

obtained that $F_{count} = 1.06$ with dk as the numerator of 36, and from the F distribution table and from the F distribution table for $\alpha = 0.05$, the F_{table} value is 1.78. So $F_{count} < F_{table}$, ie $1.06 < 1.78$ and it can be concluded that the research sample comes from a homogeneous population.

4. Hypothesis Testing

Based on the normality and homogeneity testing of the *pretest* and *posttest* groups above, the results show that the analysis requirements in this study are normally distributed and have homogeneous population variance, so that it can be continued in hypothesis testing with the "t" test with the following calculations.

1. Pretest Results

$$M_2 = 64.8$$

$$SD_x = 7.9$$

$$SEM_x = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{7,9}{\sqrt{36-1}}$$

$$= \frac{7,9}{\sqrt{35}}$$

$$= \frac{7,9}{\sqrt{35}}$$

$$= \frac{7,9}{\sqrt{35}}$$

$$= \frac{7,9}{\sqrt{35}}$$

$$= \frac{7,9}{\sqrt{35}}$$

$$= \frac{7,9}{\sqrt{35}}$$

$$= \frac{7,9}{\sqrt{35}}$$

$$= \frac{7,9}{\sqrt{35}}$$

$$= 1,33$$

2. Posttest Results

$$M_1 = 76.9$$

$$SD_y = 8.18$$

$$SEM_y = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{8,18}{\sqrt{36-1}}$$

$$= \frac{8,18}{\sqrt{35}}$$

$$= \frac{8,18}{\sqrt{35}}$$

$$\begin{aligned} &= \frac{7,9}{\sqrt{35}} \\ &= 1,38 \end{aligned}$$

$$\begin{aligned} \text{Maka, } SE_{M1-M2} &= \sqrt{SE_{M1}^2 + SE_{M2}^2} \\ &= \sqrt{1,38^2 + 1,33^2} \\ &= \sqrt{1,9 + 1,76} \\ &= \sqrt{3,66} \\ &= 1,91 \end{aligned}$$

Furthermore, hypothesis testing will be carried out using the "t" test.

$$\begin{aligned} t_o &= \frac{M_1 - M_2}{SE_{M1-M2}} \\ t_o &= \frac{76,9 - 64,8}{1,91} \\ t_o &= \frac{12,1}{1,91} \end{aligned}$$

$$t_o = 6.33$$

Consulted with the test formula "r"

$$\begin{aligned} r &= t_o^2 \\ r &= 6,33^2 \\ r &= 40,06 \end{aligned}$$

After t_o is known, then the value will be consulted with the t table at a significant level of 5% with $df = N - 1 = 36 - 1 = 35$ obtained a 5% significance level of 2.03. Based on the t_o and t_{tables} above, it can be seen that $t_o > t_{\text{tables}}$ are $6.33 > 2.04$. Thus, the alternative hypothesis (H_{a}) is accepted. This proves that the problem-based learning model has a significant effect on improving the ability to write drama texts by grade VII students of SMP Negeri 3 Pagaran for the 2021/2022 academic year.

D. Research Discussion

After carrying out research procedures such as data analysis and carrying out hypothesis testing on seventh grade students of SMP Negeri 3 Pagaran for the 2021/2022 academic year, it turns out that the students' ability to write drama texts before using the problem-based learning model is still in the poor category, shown from the student's average score of 64, 8. This is due to the lack of interest of students in participating in learning due to the lack of use of appropriate learning models in conveying messages and information so that students are less motivated to take part in learning well and there is no student interest in writing drama texts because of mediocre learning. Students usually don't concentrate on writing drama texts, because they find it difficult to catch the reading message. Problem-based learning models in teaching need to be made by teachers to stimulate students to follow learning well and help students grow good learning motivation to attract students' interest, especially to writing drama texts. high that is equal to 76.9. In other words, it can be stated that learning to write drama texts using a problem-based learning model can increase student motivation and student creativity.

From various *pretest* and *posttest data activities*, namely normality test, homogeneity test, and hypothesis testing, it was found that the hypothesis H_{a} was accepted. From the results of the normality test, it is known that the *pretest data* L_{count} is 0.13 using $\alpha = 0.05$ and $N = 36$, then the critical value through the Liliefors test is obtained by L_{label} 0.1456. Thus, $L_{\text{count}} < L_{\text{table}}$ is $0.13 < 0.1456$. This shows that the data before using the problem-based learning model above is normally distributed.

From the results of the homogeneity test, it was obtained that $F_{\text{count}} = 1.06$ with dk as the numerator of 36, and from the F distribution table and from the F distribution table for $\alpha = 0.05$, the F_{table} value was 1.78. So $F_{\text{count}} < F_{\text{table}}$, ie $1.06 < 1.78$ and it can be concluded that the research sample comes from a homogeneous population.

The results of the hypothesis test also show that the use of problem-based learning models has a positive effect on the ability to write drama texts by grade VII students of SMP Negeri 3 Pagaran for the 2021/2022 academic year. Consulted t_o with table t significance level of 5% with $df = N - 1 = 36 - 1 = 35$ obtained a significant level of 5% of 2.03. Based on t_o and t_{table} , the alternative hypothesis (H_a) is accepted. This proves that the problem-based learning model has a significant effect on improving students' ability to write drama texts.

IV. CONCLUSIONS

Based on the results of research data analysis and hypothesis testing about the effect of problem-based learning models on the ability to write drama texts by grade VII students of SMP Negeri 3 Pagaran for the academic year 2021/2022, the following conclusions can be drawn:

1. The ability to write drama texts by grade VII students of SMP Negeri 3 Pagaran for the 2021/2022 academic year before using the problem-based learning model is in the sufficient category . This can be seen in the average value of 64.8 with a standard deviation of 7.9 with the highest score of 80 and the lowest being 50.
2. The ability to write drama texts by grade VII students of SMP Negeri 3 Pagaran for the 2021/2022 academic year after using the problem-based learning model is in the good category . This can be seen in the average value of 76.9 with a standard deviation of 8.18 with the highest score of 90 and the lowest score of 60.
3. There is a positive and significant effect on the use of problem-based learning models on the ability to write drama texts in seventh grade students of SMP Negeri 3 Pagaran in the 2021/2022 academic year. This is evident from hypothesis testing because t_o obtained is greater than t_{table} ie, $6.33 > 2.04$ then the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted.

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