

**IMPROVING THE ABILITY TO UNDERSTAND DRAMA TEXTS  
WITH THE USE OF DRILL AND PRACTICE LEARNING  
METHODS IN CLASS VIII B OF SMP  
DWIJENDRA DENPASAR  
ACADEMIC YEAR  
2023/2024**

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**ABSTRACT**

*A literary work is an expression of a person's expression written in the form of writing. Drama is a form of literary work that has parts to be played by a playwright. The poor ability of students to understand drama texts is due to a lack of interest in reading so that the understanding they have is limited. Based on this problem, the purpose of this research is to learn the application of the drill and practice learning method in enhancing the ability to understand the drama text in the students of class VIII B SMP Dwijendra Denpasar in academic year 2023/2024. Drill and practice is a method of learning with repetitive practice and practice. The theory used, the theory of understanding is the process to understand knowledge by learning and thinking. Students' ability in this study is assessed on the basis of understanding the elements in the drama text: characters, behavior, background, theme, course, and devotion.*

*This research used a quantitative approach. The data collection method was done using the test method. Subjects in this study were 30 students of class VIII B of SMP Dwijendra Denpasar in academic Year 2023/2024. This research was Classroom Action Research. Classroom Action Research plan consists of planning, observation, implementation and reflection carried out through three cycles namely pre-cycle, cycle I, and cycle II. Data analysis techniques used were descriptive statistical analysis. For presentation of analysis results, formal and informal techniques were used.*

*The results showed that the average student score in pre-cycle was 71.66, cycle I was 77.5 and cycle II was 82. The number of students in the pre-cycle was 7 students with 23 percent, and 23 students with 77 percent. In cycle I, there were 14 students who completed with a percentage of 47%, and 16 students who did not complete with a percentage of 53%, while in cycle II there were 26 students who completed with a percentage of 87%, and 4 students who did not complete with percentage 13%. Based on the results above, it can be concluded that the ability to understand drama texts for class VIII B students at SMP Dwijendra Denpasar in the academic year 2023/2024 can be improved by using the drill and practice learning method.*

*Keywords: comprehension ability, drama text, learning methods, drill and practice*

**1. INTRODUCTION**

A literary work is an expression of someone's expression written in written form, based on the author's imagination and experience. Literary works can be fiction or non-fiction that describe human experiences, human nature or fictional stories produced by the author's imagination. Literary works can be produced in various forms, such as novels, short stories, poetry, drama, that literary works do not just

focus on the aesthetic value of language. But it also pays attention to aesthetics more broadly than language. Considering that literary works are dynamic, there are many expressions that can be developed and there is always something interesting in every period or every changing era. Work literature usually has artistic value and beauty in the language used and can influence readers through the elements contained in it, such as plot, theme, characters, setting, and so on (Rohana, 2021). Drama is a form of literary work that has parts to be played by actors or drama players, a type of literary drama that depicts movements or characteristics in human life. By reading drama scripts or texts, students can understand the problems in them, namely the actor's dialogues, while also learning about the content of the drama and increasing their understanding of spoken language. Apart from that, reading drama scripts can enrich the reader's abilities by understanding the storyline, themes, problems in the drama. Drama can also help students understand and use the language they are studying as a language support and as a means of communicating in everyday life (Rohana, 2021). Drama is a play or story of a life story in the dialogue and actions of characters that contain conflict. Drama can include two things, namely drama as a literary work and drama as a performance art (Nurhayati, 2019). Comprehension can be defined as the ability to comprehend and understand what is meant at a higher level than just knowledge or understanding a drama text before students write a drama text and it can be seen from students not being able to know the elements of drama. (Utami & Suriyah, 2020). Students are said to understand something if the student can provide a more detailed or clearer explanation and description of the drama text. Based on the results of interviews with the Indonesian Language Subject Teacher at Dwijendra Denpasar Middle School, Denpasar for the 2023/2024 Academic Year and direct observation by Researcher, it is known that the condition of the ability to understand the drama text is not optimal. This is because most students do not know the elements of drama and use inappropriate language. In this case, students also lack language mastery, especially Indonesian. In drama lessons, the teacher also provides explanations about drama. Here the students do not understand the elements of the drama. This causes students to become less interested and less motivated in participating in learning to understand drama texts. Apart from that, the level of ability to understand drama texts for class VIII B students is not yet satisfactory or not optimal, students still experience difficulties in understanding, using appropriate language and recognizing the form of drama texts. To conduct research on the ability to understand drama texts. In this research the author believes that Learning Methods Drill and Practice can improve student achievement in drama learning, especially in understanding the elements in a drama text.

## **2. RESEARCH METODOLOGY**

The subjects of this research were students in class VIII B at SMP Dwijendra Denpasar for the 2023/2024 academic year, totaling 30 students consisting of 19 boys and 11 girls. The researcher chose this class to be the research subject because they still lacked the ability to understand drama texts and the expected score was still less than the KKM score. With learning methods drill and practice It is hoped that class VIII B students can learn actively so that student learning outcomes improve.

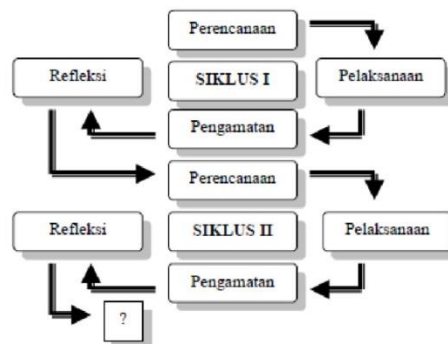
The object of this research is the ability to understand the elements of drama in class VIII B students at Dwijendra Middle School, Denpasar. The research was carried out during the 2 months of March and April. The research was conducted in two cycles. Pre-cycle, the first cycle is March 25 2024 and April 1 2024. The second cycle is April 22 2024 and April 29 2024.

In this research, learning methods are used drill and practice. Learning methods drill and practice is a teaching technique carried out repeatedly to acquire abilities or skills, needed to remember systematically. This method is used to teach specific skills, this is followed by systematic teaching with the hope of remembering

(Richardson, 2006) in (Mohamad Rijal, 2015). Learning methods drill and practice usually used in learning counting material, foreign languages and increasing the vocabulary of words (vocabulary). Method drill and practice This directs students through exercises to improve dexterity or dexterity and fluency or fluency in a skill (Sharon, 2005) in (Mohamad Rijal, 2015). Method Drill and Practice is a technique that can be interpreted as a way of teaching students to carry out training activities, students have higher dexterity and skills than what is learned. On method drill and practice In this case, learning is student-centered where students are exposed to material that requires certain exercises that have previously been designed by the teacher concerned to develop the students' existing skills and increase students' dexterity in mastering the material that has been taught. (Roestiyah, 2008)

The type of research design used in this research is classroom action research (PTK). According to Mc Taggart, PTK is a teacher's effort to improve the quality of the learning process which will have an impact on learning outcomes. There are four stages carried out, namely 1. Planning, 2. Implementation, 3. Observation, 4. Reflection (Arikunto S., 1999).

### 3. RESULTS AND DISCUSSION



In designing this prototype made using the hardware the minimal with Arduino master and a compact power source sourced from solar panels (fig 2). The connected Arduino Uno peer to peer as a data taker from the planted sensor and data from the Arduino Uno sent to the server Arduino master central control of all existing programs.

In chapter III we will discuss the results of research to improve the ability to understand drama texts using the drill and practice learning method for class VIII B students at Dwijendra Middle School, Denpasar, academic year 2023/2024 as follows:

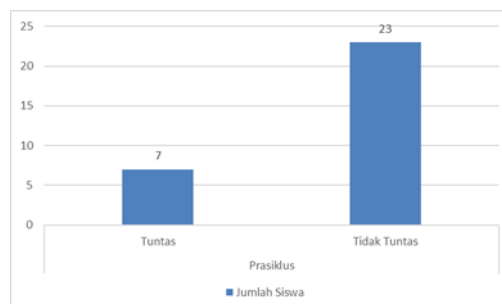


Figure 4.1 Number of Students Who Completed and Did Not Complete in Pre-Cycle.

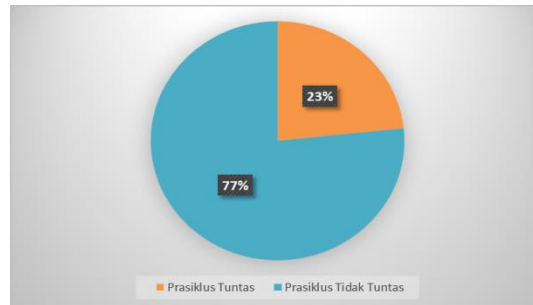


Figure 4.2 Student completion scores in the pre-cycle.

Looking at the results of the pre-cycle in figures 4.1 and 4.2 above, it is clear that the students' ability to understand drama texts has not reached the level of success or is still lacking. That there were still many students who did not complete, namely 23 (76%) students who did not complete and 7 (24%) students who were declared complete. Seeing this condition, researchers wish to improve learning through cycle I by using learning methods drill and practice.

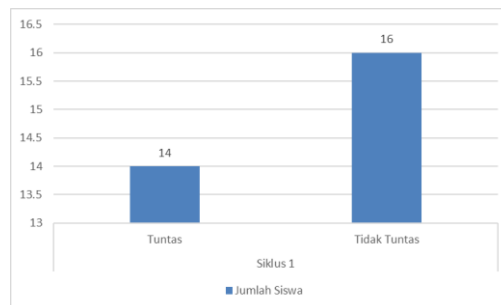


Figure 4.3 Number of Students Who Completed and Did Not Complete in Cycle I



Figure 4.4 Student Completeness Score on Ability to Understand Drama Text in cycle I.

It can be seen from the results of cycle I in figures 4.3 and 4.4 above that the students' ability to understand drama texts has not reached the level of success or is still lacking. That there are still many students who did not complete, namely 16 (54%) students who did not complete and 14 (46%) students who were declared complete. Seeing this condition, researchers wish to make improvements to learning through cycle II by using learning methods drill and practice. There is a comparison of the average scores of students' ability to understand

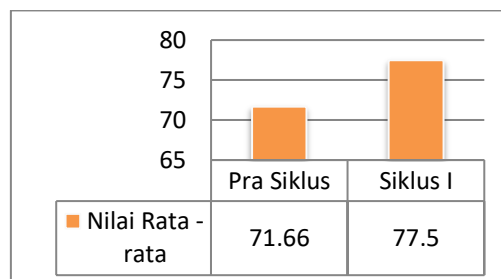


Figure 4.5 Comparison of students' average scores on the ability to understand dramatic texts in the pre-cycle and cycle I.

Based on Figure 4.5, a comparison of the average student scores in the pre-cycle, the average student score was 71.66 and in the first cycle, the average student score was 77.5. It can be concluded that there was an increase in the average score from pre-cycle to cycle I of 5.9. The comparison of completed and incomplete students can be seen in the bar chart as follows:

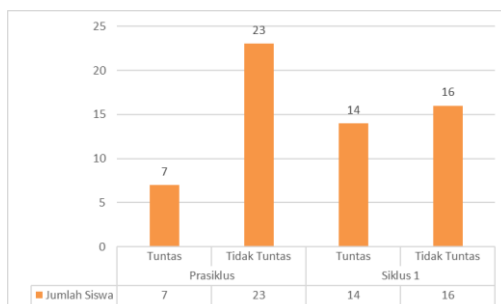


Figure 4.6 Comparison of Completed and Incomplete Students in Pre-Cycle and Cycle I

Based on Figure 4.6, there are complete and incomplete grades for students, namely: in the pre-cycle, it can be seen that 7 students completed and 23 students did not complete. In the first cycle, it can be seen that 14 students completed it and 16 students did not complete it. It can be seen that there was an increase in completion of 7 students in the pre-cycle and first cycle.

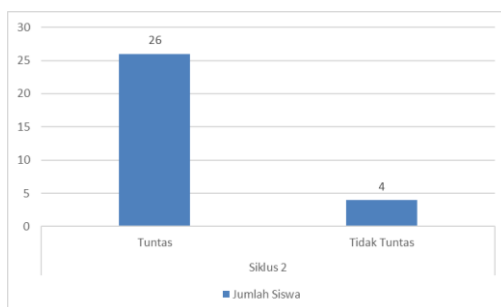


Figure 4.7 Number of Students Who Completed and Did Not Complete in Cycle II

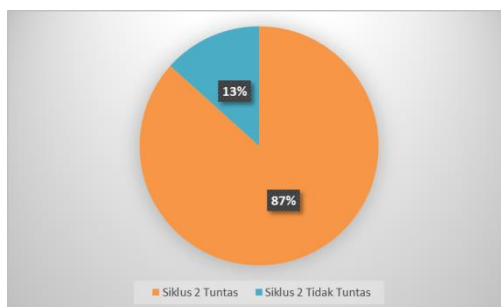


Figure 4.8 Completeness score for the ability to understand dramatic texts in cycle II.

It can be seen from the results of cycle II in figures 4.7 and 4.8 above that the students' ability to understand drama texts has reached a level of success and can be seen from the average score, namely 82 with 26 students who completed and 4 students who did not. Seeing this condition, researchers wish to stop conducting research because they have reached the desired level of success. The comparison of the average scores of students' ability to understand drama texts from pre-cycle, cycle I and cycle 2 can be seen in the following table:

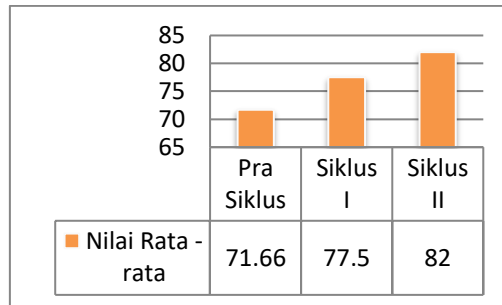


Figure 4.9 Comparison of students' average scores on the ability to understand dramatic texts in the pre-cycle, cycle I and cycle II.

Based on figure 4.9 above, there is a comparison of the average scores of students in the pre-cycle of 7 (24%) students who completed and those who did not complete as many as 23 (76%) students, with the average score in the pre-cycle being 71.6 with the highest score of 85 and the lowest score of 65. In the first cycle there were 14 (46%) students who completed and 16 (54%) students who did not complete, with the average score of the students in cycle I it was 77.5 with the highest score being 85 and the lowest score being 75, while in cycle II there were 26 (86%) students who had completed it and 4 (14%) students had not completed it, with the average result in cycle II being 82 with the highest score being 90 and the lowest being 75. Results of the test for the ability to understand drama texts using learning methods drill and practice has experienced an increase. After the second cycle of action was carried out, the results of research on the ability to understand drama texts showed an increase. This is because students are getting used to understanding drama texts. Through learning methods drill and practice It is easier for students to develop ideas for the elements of the drama. You can also see the comparison of completed and incomplete scores in each cycle as seen from the circle diagram below:

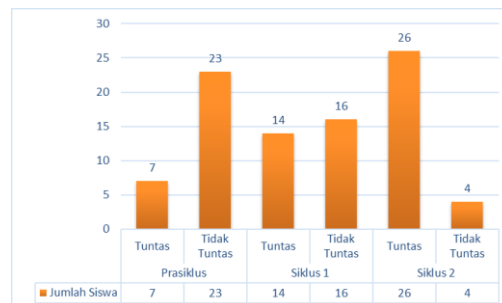


Figure 4.10 Comparison of Completed and Incomplete Students in Pre-Cycle, Cycle I and Cycle II

Based on Figure 4.10, there are complete and incomplete scores for students, namely: in the pre-cycle, it can be seen that 7 students completed and 23 students did not complete. In cycle I it can be seen that 14 students have completed and 16 students have not completed it. It can be seen that there is an increase in completion of 7 students in the pre-cycle and cycle I. And in cycle II it can be seen that 26 students have completed it and 4 students have not completed it. It can be concluded that there is an increase in completion of 12 students in cycle I and cycle II.

Based on Figure 4.9 Comparison of Students' Average Scores on the Ability to Understand Drama Texts in the pre-cycle, cycle I and cycle II, it can be categorized based on table 3.6 of the assessment percentage criteria. It can be seen that the average score in the pre-cycle was 71.66, namely the good category, in the first cycle it was 77.5, namely the good category, and in the second cycle it was 82, namely the very good category, so this research has achieved the target or is in accordance with what was desired.

#### 4. CONCLUSION

The results of the research showed that the average score of students in the pre-cycle was 71.66, cycle I was 77.5 and cycle II was 82. The number of students completing the pre-cycle was 7 students who completed with a percentage of 23%, and those who did not complete were 23 students with a percentage of 77%. In cycle I, there were 14 students who completed it with a percentage of 47%, and 16 students who did not complete it with a percentage of 53%, while in cycle II there were 26 students who completed it with a percentage of 87%, and 4 students who did not complete it with a percentage of 13%. With the results above, it can be concluded that the ability to understand drama texts for class VIII B students at Dwijendra Denpasar Middle School in the 2023/2024 academic year can be improved by using the drill and practice learning method.

Based on these results, it can be concluded that the drill and practice learning method is proven to be able to improve learning outcomes. Based on the conclusions presented previously, several suggestions can be put forward, namely as follows:

1. For students

Students should get used to understanding drama texts, namely related to the elements of drama and also reading and writing more to increase their insight.

2. For Teachers

In order to create more varied drill and practice learning methods to improve the ability to understand drama texts and other learning materials. Because the drill and practice learning method has been proven to improve the ability to understand drama texts in class VIII B students at Dwijendra Middle School, Denpasar, academic year 2023/2024.

3. For Readers

As reading material or reference for readers or researchers to conduct further research.

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