

Development of Materials Teaching with Writing Text Drama Based on Problems In 9th of grade Student of Methodist High School 12 Medan

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Abstract: *The aim of this study to development of materials teaching writing text drama based on problems that happened in 9th of grade Students of Methodist Medan. The reason for choosing this school student at Methodist Senior High School 12 Medan was because it had all the supporting aspects so that the research could run well. This study was conducted on July 2019. The result is students who scored 65-74 were 2 with a percentage of 7%, at 55-64 there were 1 2 people with a percentage of 40 % and at 0-54 as many as 16 people with a percentage of 53%. In the posttest score increased better learning outcomes around 85-100 scores by 2 with a percentage of 7 %, 75-84 scores by 2 2 with a percentage of 73 %, a value of 65-74 by 6 with a percentage of 20 % . So, the final results of the needs analysis showed that 100% of teachers and students of Medan Methodist 12 High School needed a companion module in learning Indonesian.*

Keywords: *Material teaching, writing, text drama.*

I. Introduction

Many problems faced by students and teachers in the teaching and learning process. Among them students find it difficult to understand the lessons, low student learning outcomes, do not involve students in the right learning process, minimal mastery of teacher material, mastery and management is the development of teaching materials. The development of teaching materials at this time is absolutely required to be done by a teacher to form active learning, innovative, effective, and fun learning.

In connection with the problems that have been described above, researchers took the initiative to develop teaching materials to write problem-based drama texts, the aim being that students more easily explore what they saw or even experience and then write them into drama text writing. Teaching materials will be arranged in the form of modules. The development of teaching materials in the form of modules is one of the innovations that support Indonesian language learning because it has advantages, namely by using modules students can participate in learning activities according to their own speed and abilities, because the ability of students in one class can be different. Modules are used anytime and anywhere, so student learning activities can increase. Through teaching materials in the form of modules, students can find out their own learning of outcomes, if the success rate is still low, students can relearn the material that is less mastered.

Teaching material writing drama texts developed contains theories and also steps in writing drama texts that are adapted according to the environment around students, there are examples of drama texts, visual images of drama texts that are close to students' lives to write. In this study, researchers designed a valid module-shaped teaching material used by teachers and students in the learning process in accordance with student characteristics and potential in school so as to increase student creativity and learning outcomes. Researchers develop teaching materials that can be used as guidelines for teachers in making teaching

materials. Teaching material developed includes concept maps in each learning activity, learning objectives, logical and systematic presentation of material and sentences that are easily understood and understood by students and teachers.

II. Literature review

2.1 Teaching Materials

Teaching material is one of the learning resources used in the process of pursuing learning in class. Teaching materials are used in learning to facilitate the course of learning activities. According to Hamdani (2011: 120) states "teaching material is any form of material or material arranged systematically that is used to help teachers or instructors in carrying out teaching and learning activities so as to create an environment or atmosphere that allows students to learn." The same opinion expressed by Djumingin (2017: 53) states that, "Teaching materials are the resources of a teacher's intestine to deliver instructions. Each teacher requires a range of tools to draw upon in order to assist and support student learning. "According to Djumingin, teaching materials or materials are sources used by teachers in delivering teaching.

Teaching material is one of the learning resources used in teaching and learning in the classroom. This is contained in the book written by Ahmadi (2011: 208), "teaching materials are all forms of materials used to help teachers / instructors in carrying out learning activities in class." Prastowo (2015:16), teaching materials are all materials (good information , tools, and texts) that are arranged systematically which displays a complete figure of the competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing learning implementation. Furthermore Pratama (in the 2016 research journal: 448) states that well-structured teaching materials play an important role for teachers to improve the learning process to be more effective and efficient.

2.2 Drama

Kosasih (2011:242) said, "Drama is a form of literary work that aims to describe life by conveying disputes and emotions through behavior and dialogue." Drama is a form of literary work that is composed of intrinsic and extrinsic elements.

Hasanuddin, (1996: 2) said that "Drama is an art that depicts human nature and attitudes and must give birth to human will with action and behavior." Furthermore According to Endraswara (2012: 20) Drama is a game full of artistic. Drama always follows the flow structure listed. Every scriptwriter, will imagine there is a story journey, there are themes, values that are embedded and so on. Even though the drama was arranged in a *flash back* way , *it* still manifested a neat structure. Through structure, people can understand the beauty of drama. According to (Endraswara, 2011: 265) Drama is a literary work that is composed to describe life and activities using various actions, dialogues, and character plays. The drama is full of acting games and characters that amaze the audience. Drama is a work designed for theater. According to (Riantiaro, 2003: 8). Drama is a written work in the form of a series of dialogues that create or are created from inner or physical conflicts and have the possibility to be staged. Kabisch (1985:43) argues that drama is a form of performance divided into several parts, the division of drama is called the act. In addition to the act, in the drama there is also a plot or storyline that must be described so that the audience can understand what the contents of the story are shown. Besides all of that, it also requires a stage as a place for the performance and the audience to enjoy or observe the story of the drama being performed.

2.3 Problem Based Learning

Problem-based learning is a learning that presents a variety of real problems in the daily lives of students (contextual) so as to stimulate students to learn. Problem-based challenges students to work in groups to find solutions to real-world problems. The problem given is used to bind students to curiosity in the intended learning. Problems are given to students to stimulate curiosity in the learning in question. Problems are given to students before students learn concepts or materials relating to problems that must be solved.

According to Rusman (2007: 232) Problem-based learning is the use of various kinds of intelligence needed to confront real world challenges, the ability to deal with new things and existing complexities.

According to Komalasari (2013: 58-59) problem-based learning is learning that uses real world problems as a context for students to learn about critical thinking and problem solving skills, as well as to obtain essential knowledge and concepts from the subject. In this case students are involved in investigations for problem solving that integrate skills and concepts from various contents of the subject matter. Wardani (2007: 27) says, "Problem - based learning can present authentic and meaningful problems so students can investigate and find out for themselves". Discovery The opinion of Riyanto (2010: 285) says, "Problem-based learning is a learning model designed and developed to develop students' ability to solve problems".

III. Methodology

This research was conducted in 9th of grade Students of Methodist. The reason for choosing this school student at Medan Methodist 12 High School was because it had all the supporting aspects so that the research could run well. This study was conducted in July 2019.

The population of this research and development are the 9th of grade Students of Methodist Medan. To see the effectiveness of the product developed, the researchers only took samples using random sampling techniques, or random samples, or mixed samples. Researchers took a sample of 30 people.

IV. Discussion

The feasibility of the module is obtained based on the results of the validation of a team of experts namely material experts and design experts after being validated, the products are tested on individual students, small groups and limited field groups. Following the feasibility test will be presented.

Validation by the material expert is intended to determine the opinion of the material expert regarding the appropriateness of the content, the appropriateness of the presentation and language of the problem-based drama text module. This validation was carried out by Prof. Dr. Ikhwanuddin Nasution, M.Sc. who is a lecturer in culture at the University of North Sumatera and Mr. Prof. Dr. Amrin Saragih, Ph.D. who is a language lecturer at University of Medan. This validation was carried out to obtain quality modules to improve Indonesian language learning at the high school level, especially on drama text material. The assessment was carried out 2 times with revisions. There are some suggestions from validate or listed in table 1 below

Table 1. Suggestions From Material Expert Validators

No	Suggestion
1	As per paired vocabulary, for example, it consists of supposed to consist of, if there are words or previously there are good words
2	Don't repeat the statement for example on pages 3 and 6
3	Pay attention to sentences that only use the one predicate

Table 2. Data Results of Expert Validation on Content Feasibility

Sub component	Rating Indicator	Average Percentage	Criteria
Material compatibility with KI and KD	1. Completeness of drama text material (structure, linguistic rules)	100	Very good
	2. The extent of the drama's text material	100	Very good
Material Accuracy	3. The accuracy of the concepts and definitions of drama texts	100	Very good
	4. The accuracy of facts and data	100	Very good
	5. The accuracy of examples and cases	100	Very good
	6. The accuracy of drawings, diagrams and illustrations	75	Well
	7. The accuracy of the terms	87.5	Very good
	8. The accuracy of the notations, symbols and icons.	75	Well
	9. Accuracy of library references	87.5	Very good
Material Proficiency	10. The suitability of the material with the development of science	100	Very good
	11. Display topics as examples of drama texts	87.5	Very good
	12. Pictures, diagrams and illustrations in everyday life	75	Well
	13. Use case examples found in everyday life	100	Very good
	14. Library updates	87.5	Very good
Encourage Curiosity	15. Encourage curiosity	87.5	Well
	16. Creating the ability to ask	87.5	Well
Average Amount		90.6	Very good

Table 3 .The percentage criteria for the appearance of indicators in the problem-based drama text module that has been developed

No	Answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Well	$61\% \leq X < 80\%$
C	Pretty good	$41\% \leq X < 60\%$
D	Not good	$21\% \leq X < 40\%$
E	Very Poor	$0\% \leq X < 20\%$

(Sugiyono, 2011: 118)

Table 4. Data of Expert Material Validation Results on the Feasibility of Presentation

Sub Component	Rating Indicator	Presentation average	Criteria
A. Presentation Techniques	1. The systematic consistency of presentation in learning activities	100	Very good
	2. Conceptual noise	100	Very good
B. Learning Presentation	3. Student involvement	100	Very good
	4. Student-centered	100	Very good
	5. Stimulate students' ability to solve problems through video	87.5	Very good
C. Completeness of Presentation	6. Examples of questions in each learning activity	87.5	Very good
	7. Practice questions at the end of each learning activity	100	Very good
	8. The answer key to the practice question	87.5	Very good
	9. preliminary	87.5	Very good
	10. Table of contents	87.5	Very good
	11. Glossary	87.5	Very good
	12. References	87.5	Very good
	13. Summary	87.5	Very good
Average Amount		92.3	Very good

Table 5. Criteria for the percentage of indicators appearing in the problem-based drama text module that has been developed

No	The answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Well	$61\% \leq X < 80\%$
C	Is	$41\% \leq X < 60\%$

D	Not good	$21\% \leq X < 40\%$
E	Very Poor	$0\% \leq X < 20\%$

(Sugiyono, 2011:118)

Table 6. Expert Data Validation Results for Language Assessment

Sub Component	Rating Indicator	Rat percentage is average	Criteria
A. Straightforward	1. The accuracy of sentence structure.	87.5	Very good
	2. The effectiveness of sentences.	87.5	Very good
	3. Rigidity of terms.	87.5	Very good
B. Communicative	4. Message readability.	87.5	Very good
	5. The correct use of language.	87.5	Very good
C. Dialogical and interactive	6. The ability to motivate messages or information.	100	Very good
	7. The ability to encourage critical thinking.	87.5	Very good
D. Conformity with the level of development of students	8. Suitability of intellectual development of students.	75	Well
	9. Conformity with the level of emotional development of students.	87.5	Very good
E. Corruption and integration of the flow of thoughts	10. Aging and cohesiveness between learning activities.	87.5	Very good
	11. Chaos and cohesiveness between paragraphs.	87.5	Very good
F. Use of terms, symbols and icons	12. Consistent use of the term.	87.5	Very good
	13. consistent use of symbols or icons.	87.5	Very good
Average Amount		87.5	Very good

Table 7. The Criteria of percentage emergence of the indicators on the module material of drama text based on the problem has been developed

No	The answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Well	$61\% \leq X < 80\%$
C	Is	$41\% \leq X < 60\%$
D	Not good	$21\% \leq X < 40\%$
E	Very Poor	$0\% \leq X < 20\%$

(Sugiyono, 2011: 118)

The design expert validation was carried out by Ms. Dr. Evi yanti, M.Pd. and Mrs. Dr. Surya Masniari Hutagalung, M.Pd. who is a lecturer at Medan State University. An assessment of this design was carried out to improve the quality of the appearance of the problem-based drama text module. The results of the design expert validation show that the module writing the problem-based drama text is in the category of "Very Good" with an average percentage of 93.7 . Data from the experts can be seen in table 8 below.

Table 8. Data Design Results Validation of Design Experts for Modules

Sub Component	Rating Indicator	Average Percentage	Criteria
Size	1. Size conformity to ISO 216 standards (A4, A5 and B	100	Very good
	2. Appropriate size to the material	100	Very good
Cover design	3. The appearance of the layout elements on the front, back and back covers in harmony has a rhythm and unity as well as consistent.	100	Very good
	4. Showing a good <i>center point</i> of view.	100	Very good
	5. The color elements of the harmonious layout and clarify the function.	100	Very good
	6. The composition and size of the layout elements (title, author, illustration, logo, etc.) are proportional, balanced, and in tune with the layout of the contents (according to the pattern).	75	Well
	7. The size of the module title letter is more dominant and	100	Very good

	proportionate than the size, author's name.		
	8. The module title color contrasts with the background color.	100	Very good
	9. Don't use too many font combinations.	75	Well
	10. Describe the content / teaching material and express the character of the object.	100	Very good
	11. Shape, color, size, proportions of objects according to reality.	100	Very good
Content design	12. Layout layout elements are consistent based on patterns	100	Very good
	13. The separation between paragraphs is clear	87.5	Very good
	14. Print area and proportional margins	87.5	Very good
	15. Adjacent margins of proportional pages	100	Very good
	16. Spacing between text and illustrations accordingly	87.5	Very good
	17. Placement of learning activity titles, learning activity subtitles, and exact page / folio numbers	100	Very good
	18. Placement of illustrations and captions (<i>caption</i>) right	100	Very good
	19. Placement of decoration / illustration as a background does not interfere with the title, text, page numbers.	87.5	Very good
	20. Placement of titles, subtitles, illustrations, and image captions does not interfere with understanding.	100	Very good
	21. Don't use too many fonts.	100	Very good
	22. The use of letter variations (<i>bold, italic, all capital, small capital</i>) is not excessive.	87.5	Very good
	23. Normal text layout width.	100	Very good

	24. Spaces between lines of normal text.	100	Very good
	25. Normal letter spacing (<i>kerning</i>) .	87.5	Very good
	26. The hierarchy / titles are clear, consistent and proportional.	87.5	Very good
	27. Word deduction (<i>hyphenation</i>).	87.5	Very good
	28. Being able to reveal the meaning / meaning of the object.	87.5	Very good
	29. Accurate and proportional form in accordance with reality.	87.5	Very good
	30. Creative and dynamic	87.5	Very good
Average Amount		93.7	Very good

Table 9. Criteria percentage emergence indicators on the module material t ex-drama based on problems that have been developed

No	The answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Well	$61\% \leq X < 80\%$
C	Is	$41\% \leq X < 60\%$
D	Not good	$21\% \leq X < 40\%$
E	Very Poor	$0\% \leq X < 20\%$

(Sugiyono, 2011: 118)

Table 10. Suggestions from Candidates or Design Experts

No	Suggestion
1	Revise the layout of the module title, the Ministry of Education and Culture logo and the image on the <i>Cover</i> module
2	Revision of the combination of letters and tabel / diagrams in the module material

Teacher assessment is also needed to develop a problem-based drama text module. This module assessment was conducted by two Indonesian language teachers in Methodist Senior High School Medan. This aims to get information about the quality of the modules developed so that they can be adjusted to the cognitive level of the 12th of grade Students of Methodist Medan. The results of research conducted by the teacher showed that the problem-based drama text module is in the category of "Very Good" with an average percentage of 92.5%. The results of the teacher's assessment of the module can be seen in the following table 11.

Table 11. Data Results of Teacher Responses to Modules

No	Statement	Average Percentage	Criteria
1	The overall module appearance is interesting	100	Very good
2	The language used in the module is easy to understand	100	Very good
3	Presentation of material in modules is arranged systematically	100	Very good
4	The material in the module matches the learning objectives	100	Very good
5	The use of images in the module is clear	100	Very good
6	Learning activities stimulate critical thinking skills	87.5	Very good
7	The types of activities in the module vary	100	Very good
8	The latest information in the module is in accordance with the development of Science and Technology	87.5	Very good
9	The use of symbols in accordance with existing rules	100	Very good
10	Modules help students understand drama writing learning material	87.5	Very good
11	Modules are different from normal modules	75	Well
12	Modules can be studied independently by students	100	Very good
13	Modules train students to enrich student knowledge	100	Very good
14	Modules make it easier for teachers to evaluate students	87.5	Very good
15	Modules make it easy for students to express their opinions in oral or written form	75	Well
Average Amount		93.3	Very good

Table 12. Criteria for the percentage of indicators appearing in the problem-based drama text module that has been developed

No	The answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Well	$61\% \leq X < 80\%$
C	Is	$41\% \leq X < 60\%$
D	Not good	$21\% \leq X < 40\%$
E	Very Poor	$0\% \leq X < 20\%$

(Sugiyono, 2011: 118)

Table 13. Data on Test Results of Module Tests

No	Statement	Average Percentage	Criteria
1	The Presentation of material in modules starts from easy to difficult and from concrete to abstract	75	Well
2	This module makes questions that encourage me to think	83.3	Very good
3	The presentation of material in this module encouraged me to discuss with other friends	66.6	Well
4	This module material encourages my curiosity	75	Well
5	This module contains formative tests that can test how far I understand the learning material for writing problem-based drama texts	100	Very good
6	The language used is simple and easy to understand	83.3	Very good
7	The letters used are simple and easy to read	91.6	Very good
8	Using this module makes my learning more directed and coherent	91.6	Very good
9	The appearance of this module is interesting	91.6	Very good
10	Using this module can increase the desire to learn	100	Very good
11	Using this module can make learning to write drama text not boring	91.6	Very good
12	This module makes me happy to learn it	83.3	Very good
Number of Average		86	Very good

Table 14. Criteria for the percentage of occurrence of indicators in the problem-based drama text module that have been developed

No	The answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Well	$61\% \leq X < 80\%$
C	Pretty Good	$41\% \leq X < 60\%$
D	Not good	$21\% \leq X < 40\%$
E	Very Poor	$0\% \leq X < 20\%$

(Sugiyono, 2011: 118)

Table 15. Data on the Results of Small Group Trials Against Modules

No	Statement	Average Percentage	Criteria
1	Presentation of material in modules starts from easy to difficult and from concrete to abstract	86.1	Very good
2	This module makes questions that encourage me to think	86.1	Very good
3	The presentation of material in this module encouraged me to discuss with other friends	77.7	Well
4	This module material encourages my curiosity	83.3	Very good
5	This module contains formative tests that can test how far I understand the learning material for writing problem-based drama texts	91.6	Very good
6	The language used is simple and easy to understand	88.8	Very good
7	The letters used are simple and easy to read	80.5	Very good
8	Using this module makes my learning more directed and coherent	83.3	Very good
9	The appearance of this module is interesting	97.2	Very good
10	Using this module can increase the desire to learn	91.6	Very good
11	Using this module can make learning to write drama text not boring	91.6	Very good
12	This module makes me happy to learn it	91.6	Very good
Average Amount		87.4	Very good

Table 16. Criteria for the percentage of occurrence of indicators in the problem-based drama text module that have been developed

No	The answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Well	$61\% \leq X < 80\%$
C	Is	$41\% \leq X < 60\%$
D	Not good	$21\% \leq X < 40\%$
E	Very Poor	$0\% \leq X < 20\%$

(Sugiyono, 2011: 118)

Field trials were conducted at Methodist Senior high school 12 Medan. Limited field trials produce data that will be used to find out how the benefits of the product for students. The results of limited field trials show that the problem-based drama text module is in the category of "Very Good" with a percentage of 88.3 %. The module has been declared eligible but has not reached 100%. It is not all students fill out a questionnaire with the criteria very well mean

there are still some students who completed questionnaires already with criteria well. Therefore the module is ready to be tested for effectiveness.

Table 17. Data from the Field Trial Results are Limited to Modules

No	Statement	Average Percentage	Criteria
1	Presentation of material in modules starts from easy to difficult and from concrete to abstract	89.1	Very good
2	This module makes questions that encourage me to think	86.6	Very good
3	The presentation of material in this module encouraged me to discuss with other friends	87.5	Very good
4	This module material encourages my curiosity	86.6	Very good
5	This module contains formative tests that can test how far I understand the learning material for writing problem-based drama texts	90	Very good
6	The language used is simple and easy to understand	86.6	Very good
7	The letters used are simple and easy to read	87.5	Very good
8	Using this module makes my learning more directed and coherent	87.5	Very good
9	The appearance of this module is interesting	90	Very good
10	Using this module can increase the desire to learn	93.3	Very good
11	Using this module can make learning to write drama text not boring	89.1	Very good
12	This module makes me happy to learn it	86.6	Very good
Average Amount		88.3	Very good

Table 18. Percentage criteria for the appearance of indicators in the problem-based drama text module that have been developed

No	The answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Well	$61\% \leq X < 80\%$
C	Is	$41\% \leq X < 60\%$
D	Not good	$21\% \leq X < 40\%$
E	Very Poor	$0\% \leq X < 20\%$

(Sugiyono, 2011: 118)

Table 19. Data Outcomes of Problem Based Drama Text Learning

No	Student Name	Pretest	Postes
1.	Agus Sentosa Sinaga	55	80
2.	Christy stevany Sihombing	55	75
3.	Dame pasaribu	55	80
4.	Davin Tinambunan	70	90

5.	Elisa Pakpahan	55	80
6.	Esther imel N. Sianipar	50	80
7.	Febina Br. ginting	60	75
8.	Febriyanti Panjaitan	60	75
9.	Feby Elena Butar-Butar	60	75
10.	Grace Herdiyanti	65	75
11.	Happy New Peace TH	45	75
12.	Herlina Elfrida Sinaga	40	70
13.	Hilkia Aprilian IS Zebua	50	80
14.	Hezekiah Simanjuntak	55	80
15.	Jemita Saragih	50	70
16.	Jeremia MS	50	80
17.	Juni Zefanya Sianturi	55	85
18.	Kevin Sibero	50	75
19.	Kristina Sinaga	55	80
20.	Lavenia E. Sihombing	55	80
21.	Revaldo Axel M.Sibuea	50	75
22.	Roswidar Nirwati	50	75
23.	Rouly Tampubolon	30	75
24.	Sindy Saragih	55	80
25.	Zion pangidoca sitanggang	50	80
26.	Simon Daniel Sitanggang	45	65
27.	Yolanda Pretty Simanjuntak	50	75
28.	Yokhebet Dian	50	65
29.	Yovie Leonardo	35	65
30.	Zefanya Pasaribu	50	65
amount		1555	2230
Average		52	76

Table 20. Frequency Distribution of Pretest and Posttest Drama Texts

Criteria	Pretest		Postes	
	Frequency	Percentage	Frequency	Percentage
85-100	-	-	2	7 %
75-84	-	-	22	73 %
65-74	2	7%	6	20%
55-64	12	40%	-	-
0-54	16	53%	-	-
Σ	30	100%	30	100%

The table above shows that at the time of the pretest, students who scored 65-74 were 2 with a percentage of 7%, at 55-64 there were 12 people with a percentage of 40% and at 0-54 as many as 16 people with a percentage of 53%. In the posttest score increased better learning outcomes ie 85-100 scores by 2 with a percentage of 7%, 75-84 scores by 22 with a percentage of 73%, a value of 65-74 by 6 with a percentage of 20%.

V. Conclusions

The process of developing a problem-based drama text module is carried out in three stages, namely a preliminary study stage, initial product development and product trials. In the preliminary study stage, a needs analysis for teachers and students is conducted. The results of the needs analysis showed that 100% of teachers and Methodist Senior High School 12 Medan needed a companion module in learning Indonesian. In the initial product development stage, product design and product validation are carried out to 2 material experts, 2 design experts. After the validation process, the product is declared eligible to be tested. In the third stage product trials are carried out in three ways namely individual trials, small group trials and limited field trials. Individual trials received an average percentage of 86 in the "Very good" category, small group trials received an average percentage of 87.4 in the "Very good" category. Limited field trials received an average percentage of 88.3 in the "Very Good" category.

Based on these data, it is obtained a module that is suitable for use by teachers and students in learning. The problem-based drama text module for the 9th grade of Methodist Senior High School Medan was declared to be eligible and suitable to be used as a student independent module. This is obtained based on the results of the assessment of material experts and design experts on the module. The results of the validation of material experts on the feasibility of the content obtained an average of 90.6 % in the category of "Very Good" aspects of the feasibility of the presentation obtained an average of 92.3 % with the category of "very good" and language assessment gained an average of 87.5 % with the category "very good". For the assessment of graphics by design experts obtained an average of 93.7 % with the category "very good".

The problem based drama text module is declared effective. This is evidenced from the test of student learning outcomes in writing drama texts. At the time of the pretest obtained an average of 52 and at the time of the posttest obtained an average of 76. The difference between the pretest and posttest is 24% which indicates that learning using the problem-based drama text module is better than before.

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