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### Improving Drama Script Writing Skills Through Method of Learning Scientific Grade VIII Junior High School Negeri 1 Selong Years Lessons 2013/2014

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#### Abstract

Writing skills is the ability to use language to communicate wearing good writing language in accordance with linguistic rules. Skills would be achieved if a lot of practice. Therefore, to attain skills that students should be given a lot of the writing exercise. Based on observations made by researchers in the SMP Negeri 1 Selong, apparently the result of the student's writing is still low. The cause, underprivileged students in pouring the idea (idea), lack of students to practice writing. As such, the drama script writing skills in students of class VIII SMP Negeri 1 Selong needs to be improved. Improve the writing skills of students through scientific learning methods. This type of research this is a class action Research (PTK) that done in two cycles, the subject of this research is the class VIII SMP Negeri 1 Selong School Year 2013/2014. In this study, researchers used the technique of observation and test techniques for collecting data, and then to analyze the data already gathered researchers using the technique of descriptive qualitative and descriptive techniques quantitative with the formula Mi-Sdi. Based on the results of the analysis it can be concluded that Scientific learning methods can improve the ability of writing a screenplay on the learning process of students. Increase in the ability of students in writing the script of the play seen from the classical mastery in percentage of the cycle I of 24% experienced an increase in cycle II with mastery in classical 89%.

**Keywords:** *Writing Script Drama, Scientific Method*

#### 1. Introduction

Indonesian Language Learning emphasize to the four aspects of language skills. Language skills in the curriculum at the school includes four facets of learning i.e. listening skills, writing skills, reading skills, speaking skills.

When we see from afar, proficiency in writing is indispensable in real life. For example, to write a letter, writing ads, expresses itself in the form of poetry, song lyrics or writing a cover letter. In addition there are still plenty of activity in real life that requires us to master

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### 1. Introduction

Indonesian Language Learning emphasize to the four aspects of language skills. Language skills in the curriculum at the school includes four facets of learning i.e. listening skills, writing skills, reading skills, speaking skills.

When we see from afar, proficiency in writing is indispensable in real life. For example, to write a letter, writing ads, expresses itself in the form of poetry, song lyrics or writing a cover letter. In addition there are still plenty of activity in real life that requires us to master

writing skills. Thus, in the required learning method is then implemented in the form of techniques, strategies, and models.

Writing as one part of language skills that must be mastered by students. "Writing skills is a representation of a part of the expression language entities". (Tarigan, 2008:22). In learning to write, required the application of appropriate methods or strategies to achieve the goals you want to achieve. The purpose of writing according to Tarigan (2008:24) is to inform or instruct, convince or urgent, entertaining or fun, expressed/express feelings and emotions that are fiery.

Apart from the above explanation, the study of writing in junior high Country especially in Selong material I wrote the screenplay still looks less leads to the cultivation of the character, speak (write), due to the lack of attention towards teacher learners in providing learning materials. Sometimes teachers explain the material based on the Guidebook to teach without knowing whether the students already know and understand the material being taught and then come out and let the students self study or studied on his lover. This is because of a lack of creativity of teachers in implementing new models of learning that can help students in learning difficulties.

Based on observations made by researchers in Country Junior High School class VIII Selong I note that learning Indonesian Language are still using conventional methods (methods lecture) in learning to write. At the time the learning process takes place, especially at the time of writing, the teacher materials explain just give an overview as well as an integrated explanation in the book, then the student's records without knowing how to write a good screenplay and true so that students understand the material presented. Based on the observations that have been described above, the ability of student writing in particular wrote the script of the drama is still lacking.

Cooperative learning model of Student Teams Learning type of Jigsaw is one solution in increasing the capabilities and performance of students in writing a screenplay on the Indonesia language subjects. This learning model positioning students as perpetrators (subject) activities of teaching and learning model provides inspiration and experience directly against students and promoting cooperation. This encourages researchers carry out research in the form of a class action Research (PTK) entitled "Improving writing skills Through Drama Script Model of Cooperative learning, Student Teams use Learning type of Jigsaw on Grade VIII Junior Negeri 1 Selong School Year 2013/2014 Lesson".

Based on the above description, then the focus of the research are (1) how did the drama script writing skills through cooperative learning, student teams model learning type of Jigsaw on grade VIII SMP Negeri 1 Selong School Year 2013/2014 lesson? , (2) how does the capacity to write screenplay using cooperative learning, student teams use learning type of Jigsaw on grade VIII SMP Negeri 1 Selong School Year 2013/2014 lesson?

## **2. Method**

As for the type of research this is a class action research (PTK), namely "research done by the teacher in the class itself by means of (1) planning, (2) implement, reflect and act

collaboratively (3) participatory with objectives improve its performance as a teacher, so that the results of student learning is on the rise. (Wijaya and Earn, 2010:9).

Actions taken in this study is learning to write screenplay through Cooperative learning, Student Learning Teams Model type of Jigsaw. The process of learning to write the script of the play in class implemented by teachers, while a researcher as an observer. Researchers and teachers cooperate in learning so that consensus and understanding that is similar to the problem encountered.

## **2.1 Setting Research**

### **a. The subject and Object of research**

That becomes the subject in this study are students and teachers of grade VIII SMP Negeri 1 Selong School Year 2013/2014 lessons, with the number of students is 29 people, whereas the object of this research is to study drama script writing through Cooperative Learning Model Student Teams Learning Type of Jigsaw.

### **b. Location and time Study**

This research was carried out in class VIII SMP Negeri 1 Selong School Year 2013/2014 Lessons for a month, the month of July until August 2013.

## **2.2 Research Procedure**

The research is grouped into two cycles, where in each cycle there are four stages namely (1) the Planning Act, (2) the implementation of the action, (3) observations, and (4) Reflection. This class action research conducted in two cycles. In detail each cycle of its actions as follows:

### **a. Cycle I**

#### *1) Action Planning*

In the planning stages of this, activities conducted researchers are putting together a learning program. To develop basic competence learning program (KD) through cooperative learning model of Student Learning type Teams Jigsaw learning designs need to be prepared; putting together a syllabus and standards-based assessment system competence and basic competences, devise a scenario learning or learning implementation plan (RPP), and put together a sheet of tests and observation.

#### *2) Implementation Of The Action*

At this stage, the design and the learning strategies and scenarios have been compiled on the planning of the action will be applied in an attempt to improve the ability of writing Cooperative learning through drama script Model Student Teams Learning type of Jigsaw on a grade VIII SMP Negeri 1 Selong. The actions carried out by the teachers themselves who took place in the classroom with the guided curriculum, syllabus subjects and learning plans. In addition to the observer researcher role to provide stimulus and motivation to students with the goal of keeping students more active and creative learning.

#### *3) Observation*

The observation is done at this stage against the implementation of actions by using the observation sheet, where at this stage students are observed by the observer that is researchers

with cooperation or collaboration with teachers or teachers ' teachers study about improving the ability of the screenplay by using Cooperative Learning Model of Student Teams Learning type of Jigsaw.

*4) Reflection*

This stage is the stage of the process data obtained from the time of observation. Data obtained at this stage further interpreted and made entries on analysis by considering that all the experience theory and instructional experience is reflected to draw a conclusion.

**b. Cycle II**

The implementation of the second cycle is the continuation of the implementation of the first cycle. The implementation of the second cycle is done when the results of the first cycle of reflection emerging weaknesses of learning with Student Learning Teams Model Cooperative type of Jigsaw. Then, the weaknesses discussed to find solutions for improvements on the next cycle.

**4. Data Collection**

The collection of data in this study using two different kinds of techniques, i.e. observation techniques and engineering tests.

*a. Observation Techniques*

Observation techniques used to obtain qualitative data about the process of learning to write screenplay through Cooperative learning, Student Learning Teams Model type of Jigsaw. Observations were made to the learning activities of students and teachers teaching activity during the implementation of the action.

*b. Test*

The test technique in the study was used to collect data about students ' ability to write drama scripts. The tests used in this study is the performance test is given at the end of each cycle. As for the aspects assessed included: (1) suitability of the theme with the development of the story; (2) the suitability of the content of the dialogue with the conflict depicted; (3) the character of the suitable of drawing; (4) the suitability of the use of the order of the Groove in the wake; (5) suitable with background to the theme of the story.

**5. Research Instrument**

*a. Observation Sheet*

Observation sheet used in this study there are two observation sheet for teachers observing the activity during the learning process takes place and the observation sheets that are used for observing the learning activities of students in following the process of learning to write the script of the play.

*b. Test Sheet*

The tests used in this study is to test performance. Aspects that are assessed and scoring in this test instrument such as: theme, dialog, figure, the groove, and background.

## **6. Data Analysis Techniques**

The data collected in this study were analyzed using qualitative analysis techniques and quantitative analysis techniques.

### *a. Qualitative Analysis*

Qualitative analysis techniques used to analyze qualitative data that netted through observation techniques. The specified data include data about learning by teachers and students for activity data about the learning process. Qualitative data is presented with the verbally described it.

### *b. Quantitative Analysis*

Data about student drama script writing capabilities are analyzed using quantitative analysis techniques. This technique is implemented in a way to compare score test results I cycle by cycle II, to know or no upgrade script writing drama.

### *c. Success Criteria Actions*

Success criteria actions in this study using individual mastery and classical mastery.

- 1) Individual students are said to have gained mastery when acquiring score or value which belongs to the categories medium and high.
- 2) In classical, implementation action is said to be successful if 85% or more of the number of students who become the subject in this study has successfully acquired the individually mastery, i.e. obtaining a value that includes the high criteria.

## **3. Result**

### **3.1 The Analysis of Qualitative Data**

#### **a. Cycle I**

Based on the results of the qualitative data obtained through observation techniques, looks at the process of learning the cycle I. In the process of learning to write the script of the drama teacher has prepared teaching supplies such as RPP, syllabus, table of contents, Rubric assessment and evaluation tools for the implementation of the action. Teachers greet students, check the presence of students and conditioning students ready to accept the lesson, the teacher informed the material and learning objectives, instructional material explaining the teacher wrote the script of the play, the teacher gives opportunity to the students to ask about things that are not yet understood, teachers give assignments in students to write a screenplay, teachers accompany the students and act as a teacher facilitator, oversees the performance of students in the task to monitor the work of students, teachers and students do a reflection about the learning process that has been implemented, teachers and students do a reflection about the learning process that has been implemented, the teacher closes the learning. The researchers observed the course of the learning process, fill out the student observation guidelines and the guidelines for the observation of teachers, and conduct a joint reflection on the teacher after learning over.

Weaknesses or constraints that often appear as follows. Student activities: (1) most students are less passionate in following the process of learning because teachers in delivering the material too monotonous, (2) most students are seriously listening to explanations teacher, (3) students being distracted by a brawl outside the classroom so that the material presented by the teacher less intelligible or less clear (4) lack of enthusiastic students in learning to follow because in the process of learning progress of students working on other activities, (5) students still shy ask a question that is not understandable or unclear so it looked confused in the task. Teacher activity: (1) a teacher in presenting learning material too monotonous, (2) in conveying the purpose and benefits of learning teachers less generate interest and motivation of students during the learning process to take place (3) teachers do not want to know and less notice about what level of students during the learning process takes place, (4) teacher looks less capable of creating a conducive atmosphere so it can't control the conditions that interfere with the learning process takes place.

Solutions to overcome these constraints as follows: (1) at the beginning of a learning teacher appreciation will do so that students have an idea in advance about the material to be taught so that students are easier to understand material, (2) to cultivate the motivation and enthusiasm of the students during the learning process of teachers will attempt to create an atmosphere that is comfortable and pleasant, (3) to avoid disturbing the concentration of outside students, teachers will do the prevention e.g. by way of closing the door when the learning takes place and ask students which other classes are on the outside not to interfere with the learning process (4) teachers give them freely to students the opportunity to ask if they are having difficulties during the learning process takes place dam gave praise to students, (5) a teacher giving explanation to students not to do other activities during the learning process takes place, (6) so that the learning process goes orderly, teacher will always monitor, reminding students and admonished students who do not pay attention to during the learning process takes place. With this solution is expected in the next cycle constraints appearing on cycle I reduced or no longer appear.

#### **b. Cycle II**

Based on the results of observation during the learning process in cycle II. In the process of learning to write the script of the drama teacher has prepared teaching supplies such as RPP, syllabus, table of contents, assessment and evaluation tools of rubric for the implementation of the action. Teachers get started with learning to pronounce the greeting and checking the list of present students to find out the number of students who follow learning, teachers are conditioning students ready to accept the lesson, the teacher informed the material and learning objectives, teacher provide reinforcement to students who get the best value on previous learning Moreover teachers fosters the motivation of students, teachers review the material again wrote the script of the play, to increase the liveliness of the student teacher fishing students with questions about the material in question, the teacher gives the opportunity of covering-the extent of for students to ask questions about the material script writing drama, teachers also provide opportunities for students who are unclear about the material to share problems and constraints they faced in writing the screenplay, the teacher



gives assignments in students to write the screenplay, after students complete the given task, the teacher checks at a glance the work of students, teachers and students do a reflection the learning that has been made, close the teacher learning.

The observation activities of teacher and student activity in the process of learning to write the language of Indonesia on a drama script writing material by using cooperative learning cycle STL type II. Student activities: (1) the students had already seen passionate in following the process of learning because teachers in delivering fun and not monotonous, (2) students look seriously listen to explanations teacher, (3) students do not feel bothered again with the atmosphere outside the classroom so that the material presented by teachers can be understood clearly, (4) students look enthusiastic in following the learning process, (5) in the process of learning progress of students is no longer ashamed of asking questions that are not yet understood or unclear making it look fun and easy task.

Observation of teacher activities: (1) in preparing the learning material is complete, (2) teachers of open learning, (3) in delivering learning materials teacher is not monotonous, (4) in conveying the purpose and benefits of learning teachers excite the interest and motivation of students during the learning process to take place, (5) teachers are seen watching what worked on the students during the learning process takes place, (6) teachers are already able to create a conducive atmosphere so it can control the conditions class during the learning process takes place.

Based on the results of the qualitative analysis of data obtained through observation techniques, seen that learning to write screenplay by using cooperative learning type STL experience increased quality from cycle to cycle I II. The improvement of the quality of the learning process is visible from the reduced constraints that arise during the learning process in cycle I. See constraints appearing on cycle I can be overcome on cycle II, and see an increase in the ability of the students in cycle II, then the researcher does not need to carry out the actions the next cycle.

### **3.2 Quantitative Data Analysis**

#### **a. Cycle I**

Based on the results of tests carried out on the action of the first cycle of 29 students obtained the highest value and lowest values 90 40. Students who earn the highest value by as much as 90 1 person, students who scored 80 as much as 2 people, students gain value is 4 people, 75 students who obtain the value 65 is as much as 5 people, students who scored 60 as much as 1 person, students to obtain a value of as much as 4 people, 55 students who scored 50 as much as 4 people, students acquire the value of 40 is as much as 8. Total final value of the acquired the whole student is 1455, and the average value of successful retrieved was 50.17.

Based on the results of the analysis, it is known that the level of students' ability to write the script of the play cycle as follows: number of students included in the high category as much as 8 people, 7 people who included categories are, and 16 people who belong to the category of low. As for the criteria of mastery study was reached was: of 29 students, the

number of students who made it to the mastery study was 7 students, while students who have not reached the mastery learning as much as 22 students.

Based on the results of the research cycle, I can note that the ability to write the script of the play students using Cooperative Learning Model of Student Teams in Jigsaw Type of classical Learning to reach 24%. Because the percentage of mastery of classical is still far below the criterion mastery is specified, then the research should proceed to the next cycle.

For more details, data analysis writing skills of the students in the first cycle of drama texts can be seen in the following Table:

Table 2. The Results of the Analysis of the Writing Ability of Students In the First Cycle of Drama Scripts

No.	Name Of Student	The value of the	Category	Criteria
1	Aminuddin	65	Is being	Yet
2	Agus Salim	75	High	Thoroughly
3	Ahmadi	40	Low	Yet
4	Andi Rizki	50	Low	Yet
5	Desi Nur	50	Low	Yet
6	Doni Atmaja	40	Low	Yet
7	Efita Fitriani	55	Low	Yet
8	Elti Fitrianti	55	Low	Yet
9	Hamdani	40	Low	Yet
10	Hernawati	80	High	Thoroughly
11	Ilham	40	Low	Yet
12	Priest Munandar	65	Is being	Yet
13	Imransyah	90	High	Thoroughly
14	Ipilianto	50	Low	Yet
15	Khairunnisa	75	High	Thoroughly
16	Muhammad	65	Is being	Yet
17	Nengsih Agustini	55	Low	Yet
18	Novandi	40	Low	Yet
19	Nunung Cahyandi	60	Is being	Yet
20	Rajab Syaifullah	40	Low	Yet
21	Rio Fernando	40	Low	Yet
22	Riskika Agustiani	55	Low	Yet
23	Sahabudin	65	Is being	Yet
24	Sahmawati	75	High	Thoroughly
25	Selvi Agustina	50	Low	Yet
26	Siti Farida	75	High	Thoroughly
27	Sri Larasati	65	Is being	Yet
28	Johan Tedi River HS	40	Low	Yet
29	Titin Agustina	80	High	Thoroughly
Number Of Ketuntasan Of Classical				24%

#### b. Cycle II

After repairs and refinements in cycle II, based on the data presented in the description of the data cycle II as seen in the table script writing skills test results drama student obtained

the highest value and lowest value 95 65. Students who earn the highest value 95 is 1 person, students who scored as many as 90 2 people, students who scored 85 as much as 3 people, students who scored as many as 6 people, 80 students who scored as many as 14 people, 75 students obtain the value of as much as 2 people, 70 students who scored 65 as much as 2 people, total final value of the acquired the entire student cycle II is 2235, and average value of successful retrieved adalah 77,06.

Based on the results of the analysis, it is known that the level of students' ability to write the script of the play cycle II as follows: number of students included in the category of high as 6 students, 20 students that are included categories are, and 3 students who belong to the category of low. As for the criteria of mastery study was reached was: of 29 students, the number of students who made it to the mastery learning is 26 students, meaning at this second-cycle study mastery students reached 89%.

Based on the results of the research cycle II, be aware that the ability to write a script of the drama students using Cooperative Learning Model of Student Teams in Jigsaw Type of classical Learning to reach 89%. Because the percentage of classical mastery has reached the specified mastery criteria, then the research did not proceed to the next cycle. For more details, data analysis ability of the drama students wrote the script the second cycle can be seen in the following table:

Table 3. The Results of the Analysis of the Capability of Writing a Second Cycle Students Drama Script

No.	Name Of Student	The value of the	Category	Criteria
1	Aminuddin	75	Is being	Thoroughly
2	Agus Salim	90	High	Thoroughly
3	Ahmadi	70	Low	Yet
4	Andi Rizki	75	Is being	Thoroughly
5	Desi Nur	80	Is being	Thoroughly
6	Doni Atmaja	75	Is being	Thoroughly
7	Efita Fitriani	70	Low	Yet
8	Elti Fitrianti	75	Is being	Thoroughly
9	Hamdani	65	Low	Yet
10	Hernawati	85	High	Thoroughly
11	Ilham	75	Is being	Thoroughly
12	Priest Munandar	75	Is being	Thoroughly
13	Imransyah	95	High	Thoroughly
14	Ipilianto	75	Is being	Thoroughly
15	Khairunnisa	80	Is being	Thoroughly
16	Muhammad	80	Is being	Thoroughly
17	Nengsih Agustini	75	Is being	Thoroughly
18	Novandi	80	Is being	Thoroughly
19	Nunung Cahyandi	75	Is being	Thoroughly
20	Rajab Syaifullah	85	High	Thoroughly
21	Rio Fernando	75	Is being	Thoroughly
22	Riskika Agustiani	80	Is being	Thoroughly
23	Sahabudin	75	Is being	Thoroughly
		70		

24	Sahmawati	90	High	Thoroughly
25	Selvi Agustina	75	Is being	Thoroughly
26	Siti Farida	85	High	Thoroughly
27	Sri Larasati	75	Is being	Thoroughly
28	Johan Tedi River HS	75	Is being	Thoroughly
29	Titin Agustina	80	Is being	Thoroughly
Number of Mastery of Classical				89%

#### 4. Discussion

##### 4.1 The Process of Learning to Write Screenplay Through Cooperative Learning, Student Learning Teams Model Type Jigsaw

This class action research carried out using Cooperative Learning Model of Student Teams Learning type of Jigsaw to increase writing ability in drama script grade VIII SMP Negeri 1 Selong.

The first thing that is done is the planning phase that was discovered by the teacher in the learning process, formulating an alternative action and improve the ability of writing drama students, make learning implementation plan (RPP). The second step of this stage is to implement the actions planned in the RPP, that is as follows.

At the stage of initial activities in advance teachers give perception associated with the material to be given later told students the material to be learned in this IE script writing drama. researchers are learning about the material presented in the outline, then the teacher assigning students to write the screenplay. For learning to take place, teachers impart an understanding of the meaning and purpose of explaining to the class the concept of writing a screenplay, the characteristics of drama, drama texts for writing exercise where the students will be usability for lessons He received the time now or in the future. After researching the difficulties or obstacles that arise and experienced students, at a later stage, the teacher explained back in front of the class the concept of writing a screenplay, the characteristics of the drama and others next teacher formed the Group of students in heteogeneous and assigning students to observe and record objects are discussed to provide the material script writing drama. After the record object, then students wrote a screenplay. During the activities take place, teachers pay attention to accuracy and speed, compactness, the responsibility of the students in doing tasks in groups according to the specified time it also oversees teacher and student response.

As a final activity does is perform an assessment or reflection against the already implemented and planned follow-up activities in the form of remedial, learning enrichment program or task groups with the results of the learning learners.

Based on the analysis and evaluation on mastery student learning on a cycle I (one) after using cooperative learning in STL type upgrade script writing drama students have not reached mastery as stated in the curriculum that is 85%. The mastery achievement on cycle I was caused by some of the things that is less an interest students in writing the script of the drama, and the lack of knowledge of students in learning script-drama writing script of

drama, in addition of the material students are assumption write a screenplay to be repeated and a teacher less than optimal in managing classes because the experience is still lacking in carrying out the study. Test data from the results of the study were obtained in mastery analysis of classical final cycle activities as I (one) be evaluated, as a result there were 7 students who are finished and 22 students who have not reached the highest value of 90 mastery while the value the lowest is 40, the results of the analysis of classical mastery on cycle I (one) of 24% with an average of 50.17 as students still do not understand what described by teachers as well as teachers who have not been so controlled as well as understand the lessons so that students are still less motivated.

Cycle II first meeting beginning with set back activity cycles I and provide the same material as listed on the cycle I by paying more attention to weaknesses in cycle I. mastery analysis results classical on cycle II which is the last cycle increases with the number of mastery 89% in cycle II, that weakness in the cycle I can be overcome by paying attention and encouragement with directing activities that really fit with a defined plan. As a result an increase in the ability of students of cycles I and II obtained an average score of students cycle I namely 50.17 and cycle II obtained average value of 77.06. While the percentage of mastery on cycle I of 24% increase in cycle II amounted to 89%. Then the use of Cooperative Learning Model of Student Teams Learning Type Jigsaw can improve the ability of students in writing a screenplay. Thus, in accordance with the results of the analysis of data obtained from evaluation results and observations of the cycle I and cycle II can be said that the use of Cooperative Learning Model of Student Teams Learning can improve the ability of the Jigsaw Type write the script of the drama students of class VIII SMP Negeri 1 Selong Years Lessons 2013/2014.

#### **b. Students ' ability to write Screenplay Cycles I and II**

On cycle I wrote the script results drama students showed the value of average ability students 50.17 and percentage of students of classical mastery was still under 85% IE 24%. From the data of the test results of the study on the first cycle by the number of students as many as 29 people, students who obtained the highest score as many as 90 1 person), students who scored 80 as much as 2 people, students who earn 75 value is 4 people, students gain value 65 is as much as 5 people, students who scored 60 as much as 1 person, students who scored as many as 4 people, 55 students who scored 50 as much as 4 people, students acquire the value of 40 is as much as 8. Total final value of the acquired the whole student is 1455, and the average value of the achieved was 50, 17, the first cycle under a standard provision 85% i.e. amounted to 24%.

In cycle II, results of tests most students already have elevated, which scored 95 consists of 1 student, who scored 90 consists of 2 students, who scored 85 consists of 3 students, who obtain a value of 80 consists of 6 people the students, who scored 75 consists of 14 students, who scored 70 consists of 2 students, who obtain a value of 65 comprises 1 students, besides mastery of classical analysis results on a second cycle of increased from 24% in cycle the first being 89% on the second cycle.

For more details, the ability to write the script of the play students using the teaching learning Model Student Teams use Cooperative Learning type of Jigsaw on grade VIII SMP Negeri 1 Selong comparison table can be seen in the cycle I and cycle II follows:

Table 4: Comparison of the level of the students ' ability to write Screenplay Cycles I and II

No.	Category	Cycle I		Cycle II	
		The total number	%	The total number	%
1	High	7	24	6	20
2	Is being	6	20	20	68
3	Low	16	55	3	10
4	Classical Mastery	7	24	26	89

From the table above to see that an increase in the ability of students of drama script writing cycle I to II cycle. The increase was seen in the number of students who scored with a high category and middle increased from 44% in cycle I became the 88% in cycle II. This means an increase in. As for the number of students who scored in the low category be decreased from 24% in cycle I became 10% in cycle II.

Thus, in accordance with the guidelines i.e. when have reached a minimum of 85% of students complete in classical research is said to be so completely and successfully so that the study does not need to be continued in the next cycle.

From the description above, it can be stated that the screenplay writing learning through Cooperative learning, Student Learning Teams Model Jigsaw Type can improve the ability of writing the screenplay grade VIII SMP Negeri 1 Selong Years Lessons 2013/2014.

## 5. Conclusion

Based on the results of the data analysis and discussion of the results of the analysis conducted in the previous chapters in this study, related to learning through drama script writing Cooperative Learning Model of Student Teams Learning type of Jigsaw on grade VIII Junior High School 1 Selong School Year 2013/2014, conclusions can be drawn that the use of cooperative learning Model Cooperative type Student Teams Learning type of Jigsaw in learning to write the script of the play done by giving assignments to the students to write the screenplay. At the stage of initial activity, the teacher must first deliver a greeting and providing information to students about the material that will be given in this case i.e. wrote the script of the play, the teacher gives the trees the material, an indicator of learning that must be mastered by students, as well as the steps that will be taken by the students during the learning process. At this stage the core activities, teachers divide students into six groups that included 5-6 people, in groups of students observe and discuss the object that will be used as materials for writing the script of the drama, the result of the discussion in the first group discussed again to the Group of experts by sending a representative from each group one person who is considered an expert, after discussions in the expert group of

representatives from each of the group back to the original group and expose the results of discussion in greater detail to the to each group, and then the teacher assigning each group to write a screenplay in individual at the end of the activities performed is doing a reflection against the learning process and the learning outcomes. During the learning process takes place an increase in quality. The process of improving quality indicators such as constraints that appeared on cycle I reduced in cycle II, from cycle to cycle I II an increase in the activity of the student learning and improving the ability of students in writing a screenplay.

The ability to write the script of the drama students of class VIII SMP Negeri 1 2013/2014 Lesson after years of Selong is taught using Cooperative Learning Model of Student Teams Learning Type Jigsaw experience increased. This is shown by the increasing number of students, the value of the average values obtained by students, and a growing percentage of mastery of classical learning.

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