



Improving the Ability to Write Drama Scripts through *the Audio-Visual Based Discovery Learning Method in Grade XI A3 Students of SMA Negeri 7 Denpasar*

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ABSTRACT

This research raises the problem of the low ability to write drama scripts of students in grade XI A.3 of SMA Negeri 7 Denpasar. The objectives of this study are (1) to describe the application of the Discovery Learning learning method assisted by audio visual media in improving the writing ability of drama scripts of students in grade XI A.3 of SMA Negeri 7 Denpasar, and (2) to describe the results of the application of the Discovery Learning learning method assisted by audio visual media in improving the writing ability of drama scripts of students of grade XI A.3 SMA Negeri 7 Denpasar. The method used is Class Action Research (PTK) which is carried out in two cycles. Each cycle consists of planning, implementation of actions, observation, and reflection. Data collection was carried out through observation, ability tests, documentation, and field notes. Data were analyzed descriptively, quantitatively, and qualitatively. The results of the study show that the application of the Discovery Learning method assisted by audio-visual media is able to improve students' drama script writing skills. In addition to an increase in learning outcomes, students also showed an increase in aspects of creativity, activeness in discussion, critical thinking skills, and confidence during the learning process. The outputs achieved in this study include: (1) classroom action research reports, (2) Discovery Learning-based learning tools assisted by audio-visual media, (3) improvement of students' drama writing skills, and (4) scientific articles that can be published in educational journals or scientific seminars. The source of research funds comes from the researchers' independent funds. The amount of funds used is adjusted to the needs of the research

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1. INTRODUCTION

One of the important aspects of education is the mastery of language skills, especially writing skills. The ability to pour ideas into the form of writing is a very important skill in today's era because through writing, various ideas, feelings, and imaginations can be conveyed in a structured and meaningful way. In the context of learning Indonesian, writing skills not only function as a means of communication, but also as a forum to develop students' critical, logical, and creative thinking skills.

Therefore, in the curriculum of Indonesian subjects at the Senior High School (SMA) level, students are directed to be able to write various types of texts, one of which is drama scripts. Drama scripts are a form of two-dimensional literary works. Text texts as a literary dimension while drama as a performance dimension. Drama scripts can be enjoyed by connoisseurs of literary works in the form of scripts or in the form of performances (Anwar & Syam, in Ernawati, 2021). Meanwhile, according to Yakob (in Ernawati, 2021), drama scripts are a form of art from life problems as fictional works that are made in stages. Thus, writing a drama script does require training and the right learning methods to maximize the results of writing.

Based on the results of initial observations in class XI A.3 SMA Negeri 7 Denpasar, it was found that there were quite complex problems in learning to write drama scripts. Students not only have difficulty in finding story ideas, but are also less able to develop these ideas into a coherent and interesting plot. In addition, the understanding of the



structure of the drama script is still low, so many students are not able to arrange important parts such as orientation, conflict, climax, and resolution correctly. The ability to write dialogues is also still weak, characterized by dialogue that is less lively, not communicative, and does not reflect the character of the character clearly.

This problem is strengthened by the results of the assessment of the task of writing drama scripts which show that most students have not reached the Minimum Completeness Criteria (KKM). Of the number of students in the class, more than half obtained a score below the KKM, with the average class score still in the adequate category. This shows that students' drama scriptwriting skills still need to be improved.

In addition, the low enthusiasm of students in participating in learning is also an obstacle, which can be seen from the lack of active participation during the learning process. This condition is influenced by the use of learning methods that are still teacher-centered and conventional, as well as the lack of optimal use of technology in learning activities.

One of the alternatives and model innovations that can be applied to overcome this condition is the audio-visual-based Discovery Learning learning model. *The Discovery Learning* model is learning that emphasizes direct experience and the importance of understanding the structure or main ideas in a discipline through the active involvement of students in the learning process (Siregar, 2021). Meanwhile, Maghfiroh et al (2021) stated that *Discovery Learning* is a model that directs students to discover concepts through various information or data obtained through observation or experimentation.

This Discovery Learning model can be combined with the use of audio-visual media. Anita in Maghfiroh (2021) explained that audio-visual media is a medium that allows a person not only to see or observe something, but at the same time to be able to hear something that is visualized.

Through the audio-visual-based Discovery Learning model, it is able to present real examples that can be observed directly by students. Thus, it is easier for students to understand the elements of drama, such as plots, dialogues, conflicts, and characterization. In addition, this method can also stimulate the imagination of students so as to help them develop a story.

In addition to improving writing skills, the application of this audio-visual-based Discovery Learning model also supports the development of 21st century skills. Critical thinking skills, creativity, communication, and collaboration are some of the skills that students must master to prepare them for the challenges of an increasingly complex world of work. Students will be used to cooperating, discussing, and expressing opinions in the learning process. Therefore, the application of this model focuses not only on improving the ability to write drama scripts but also on the development of other skills that are very relevant in this era of globalization.

Based on this description, the researcher chose this title to examine more deeply the ability of students to write drama scripts through the application of the audio-visual-based Discovery Learning model. This research is expected to contribute to the development of more innovative and adaptive learning models, especially in Indonesian language learning at the high school level.

II. RESEARCH METHODS

This research is a Class Action Research (PTK). According to Utomo (2024), PTK is an activity carried out by teachers to assess student absorption, evaluate the school curriculum, and assess the effectiveness of learning methods and techniques, as well as measure learning outcomes and academic development of students at school. Classroom Action Research is a process of scrutinizing learning activities in the form of actions that are deliberately designed and implemented simultaneously in the classroom (Machali, 2022). According to Utomo (2024), in general, there are four main stages in action research, namely: (1) planning; (2) implementation; (3) observation; and (4) reflection.

The problem formulation in this study focuses on improving the writing skills of drama script students in grade XI A.3 of SMA Negeri 7 Denpasar through the application of an audio-visual-based discovery learning model. The subjects of this study were 36 people consisting of 14 male and 22 female students, while the object of this research was the learning outcomes of students in grade XI A.3 SMA Negeri 7 Denpasar in the ability to write drama scripts through the application of audio-visual-based discovery learning learning models.

The objectives of this study are (1) to describe the application of *the Discovery Learning learning method* assisted by audio visual media in improving the writing ability of drama scripts of students in grade XI A.3 of SMA Negeri 7 Denpasar, and (2) to describe the results of the application of *the Discovery Learning learning method* assisted by audio visual media in improving the writing ability of drama scripts of students of grade XI A.3 SMA Negeri 7 Denpasar.

Classroom Action Research (PTK) is carried out continuously in several cycles. In this study, it was carried out in two cycles. Each cycle is carried out based on the results of reflection from the previous cycle, so that there are improvements in the implementation of the next action. Each cycle consists of four stages, namely (1) planning, (2)



implementation, (3) observation, and (4) reflection. The results of reflection in cycle I are used as a basis to improve and improve the implementation of actions in cycle II.

Data collection was carried out through observation, ability tests, documentation, and field notes. Data were analyzed descriptively, quantitatively, and qualitatively. Qualitative descriptive analysis was used to describe the learning process, student activities, and student responses during learning to write drama scripts through an audio-visual-based discovery learning model. Qualitative data was obtained from the results of observation and documentation which were then analyzed systematically.

Meanwhile, quantitative descriptive analysis was used to process data in the form of test results of students in writing drama scripts. The results of this analysis were used to determine the improvement of students' ability to write drama scripts after the implementation of *the audio-visual-based* discovery learning model.

III. RESULTS AND DISCUSSION

1. Results

This section presents the findings with a clear description. Results can be accompanied by images and tables. The discussion section presents the results of the data analysis, interprets the findings logically, links them to relevant reference sources, and discusses the implications of the findings. {Cambria, size 12, Spacing: before 0 pt; after 0 pt, Line spacing: 1} Based on the process that has been carried out, the results of this test will be divided into 3 parts, namely: the initial test (*pretest*), cycle I, and cycle II. In the following, the researcher will describe the results of the research that has been obtained.

1. Initial Reflection

What the researcher did in this initial reflection was to observe the ongoing learning process to find out the obstacles or weaknesses that occurred during the ongoing learning process in the classroom, especially in the ability to write drama scripts. After that, the researcher will conduct an initial test on students to find out the basic skills of students in writing drama scripts.

The results of the initial observation in this study were carried out on Tuesday, April 14, 2026. In this initial observation activity, the researcher observed the attitude of students when participating in the learning process in class, especially in writing activities. This initial reflection shows that the readiness of students in participating in the process of learning activities in the classroom, the attitude and level of readiness (concentration) of students in paying attention to the explanations given by the teacher, the responsibility of students in collecting the assigned tasks shows good results, while the level of student activity in conducting discussions/questions, and student participation in conducting learning reflection activities is still lacking.

Through this initial test, the researcher was able to determine the level of students' ability to write drama scripts in grade XI A3 SMA Negeri 7 Denpasar. Data analysis regarding the results of the initial test that has been carried out by researchers on the ability to write drama scripts in class XI A3 SMA Negeri 7 Denpasar in the 2025/2026 school year, based on the table above, it can be found that:

1. Students who get the category of very good in their ability to write drama scripts are 2 people with the following percentages:
$$\frac{2}{36} \times 100\% = 5.55\%$$
2. Students who got a good category in the ability to write drama scripts were 5 students, with the following percentages:
$$\frac{5}{36} \times 100\% = 13.88\%$$
3. Students who got the category of sufficient in the ability to write drama scripts were 17 students, with the following percentages:
$$\frac{17}{36} \times 100\% = 47.22\%$$
4. The students who received the category of lacking in the ability to write drama scripts were 12 students.
$$\frac{12}{36} \times 100\% = 33.33\%$$
5. Students who get the category are very lacking in the ability to write drama scripts as many as 0.

2. Cycle I

In this first cycle stage, the researcher uses an audio-visual-based learning method, with the help of *Power Point* media and learning videos through *Youtube*. Through the help of the media, the researcher will display several drama performances, which will later be used as a reference for students to write a drama script. In cycle



I, it consists of six stages, namely: (1) Research Planning, (2) Action Implementation, (3) Observation, (4) Cycle I Test Results, (5) Cycle I Test Results Data Analysis, and (6) Cycle I Reflection.

At this planning stage, the researcher will prepare a plan of activities to be carried out, the research plan is as follows:

1. The researcher asked for permission from the school, especially the principal and Indonesian language teacher to conduct research in schools.
2. Researchers and teachers collaborate to analyze data and problems from the results of observations made and determine what steps will be taken in the next stage.
3. The researcher provided an explanation and overview related to the procedure for implementing *Discovery Learning* with the help of audio visual media (Youtube).
4. The researcher compiles teaching modules as a guideline for the implementation of the learning process, and compiles research instruments.
5. The researcher prepares the learning media to be used.
6. The researcher prepared a student assessment sheet, which includes aspects that will be assessed in the learning activity of the ability to write drama scripts with *the audio-visual* based *Discovery Learning* learning method.

In the observation stage of the first cycle, the researcher observed the attitude of students when participating in the learning process. The results of the observation are as follows:

1. Some students are less active in participating in class during the learning process. This can be seen from how students respond to the questions given by the researcher. In addition, some students are also seen to be still hesitant in giving responses or opinions in discussion/question and answer activities in class.
2. Students were very enthusiastic in listening to explanations related to the learning methods that would be implemented in the classroom.
3. Some of the students still do not understand how to write a script that is in accordance with the rules of writing.

Then, the researcher conducted a first cycle test on the ability to write drama scripts for grade XI A3 students of SMA Negeri 7 Denpasar, using *the Discovery Learning learning method* based on audio visual media. The results of the drama script writing ability test for grade XI A3 students of SMA Negeri 7 Denpasar in the first cycle, with a total of 36 students, can be found as follows:

1. Students who get the category of very good in their ability to write drama scripts are 2 people with the following percentages:

$$\frac{2}{36} \times 100\% = 5.55\%$$

2. Students who received a good category in the ability to write drama scripts were 26 students, with the following percentages:

$$\times 100\% = 72.22\% \frac{26}{36}$$

3. Students who got the category were 8 students who were sufficiently skilled in writing drama scripts, with the following percentages:

$$\times 100\% = 22.22\% \frac{8}{36}$$

4. Students who get the category of lacking in the ability to write drama scripts as many as 0.

5. Students who get the category are very lacking in the ability to write drama scripts as many as 0.

The assessment of the results of the first cycle test related to the ability to write drama scripts for grade XI A3 students of SMA Negeri 7 Denpasar showed that students who met the KKM score increased with the application of the audio-visual-based *Discovery Learning* method. Therefore, it can be concluded that the average score obtained on the ability to write drama scripts for grade XI A3 students of SMA Negeri 7 Denpasar is 76.44 with a good category.

After carrying out the assessment of the first cycle, the researcher will evaluate the actions that have been taken. The results of this reflection also show that the researcher will carry out a improvement plan related to the problems found in the action learning process of cycle I. So based on the results of observations that have been made in cycle I, the researcher will carry out several reflections as follows:

1. All students of grade XI A3 SMA Negeri 7 Denpasar, totaling 36 people, have participated in the learning process of writing drama scripts with *the audio-visual-based Discovery Learning (Youtube) learning method, such as the broadcast of drama performances.*
2. Students still lack confidence to express their opinions or ask questions with teachers.

3. Students are still not able to collect assignments according to the time given.
4. The level of students' concentration in learning is still lacking.
5. The results of the test of students' drama scriptwriting ability are still not in accordance with the target to be achieved. So the researcher must make improvements in the next cycle, namely cycle II.

Based on the results of the first cycle test that has been carried out, overall the scores obtained by students have not reached the KKM. Therefore, the researcher will make improvements in cycle II. The improvement plans that will be carried out by the researcher are as follows:

1. The researcher will give additional time in the previous cycle when students discover for themselves related to the material being studied through exploration in various sources which was originally 10 minutes plus to 15 minutes so that students get more references related to the drama material.
2. The topic of writing drama scripts in cycle II was changed. If in cycle I students write drama scripts with the theme of daily life problems, then in cycle II students are given the freedom to determine themes according to their interests, abilities, and creativity.
3. The allocation of time in writing the drama script is added.

3. Cycle II

After the researcher reflects on cycle I, then at this stage of cycle II the researcher will make improvements. The implementation of cycle II is not much different from cycle I which consists of 6 stages, namely: (1) Research Planning, (2) Action Implementation, (3) Observation, (4) Cycle I Test Results, (5) Cycle I Test Result Data Analysis, and (6) Cycle I Reflection.

At this planning stage, the researcher will prepare a plan of activities to be carried out, while the research plan includes the following:

1. Researchers and teachers collaborate to analyze the problems found in cycle I, and determine what steps will be taken in cycle II.
2. The researcher compiled a teaching module as a guideline for the implementation of the learning process.
3. The researcher prepares the learning media to be used.
4. The researcher prepared a student assessment sheet, which includes aspects that will be assessed in the learning activity of drama script writing skills with the *Discovery Learning* learning method based on audio visual media.

In the observation stage of the second cycle, the researcher made observations on the attitude of students when participating in the learning process. The implementation of the second cycle is carried out in accordance with the plan that has been prepared previously. So based on the results of observations that have been carried out during the learning process in cycle II, it shows that there is an increase such as student activity in participating in the class during the learning process.

The results of the drama writing ability test for grade XI A3 students of SMA Negeri 7 Denpasar in cycle II, with a total of 36 students, can be found as follows:

1. Students who got the category of excellent in their ability to write drama scripts were 9 people with the following percentages:
$$\frac{9}{36} \times 100\% = 25\%$$
2. The students who got the good category in the ability to write drama scripts were 27 students, with the following percentages:
$$\frac{27}{36} \times 100\% = 75\%$$
3. Students who get the category of enough in the ability to write drama scripts as many as 0
4. Students who get the category of lacking in the ability to write drama scripts as many as 0.
5. Students who get the category are very lacking in the ability to write drama scripts as many as 0.

The assessment of the results of the second cycle test related to the ability to write drama scripts for grade XI A3 students of SMA Negeri 7 Denpasar showed that students who met the KKM score increased with the application of the audio-visual-based *Discovery Learning* method. Therefore, it can be concluded that the average score obtained on the ability to write drama scripts for grade XI A3 students of SMA Negeri 7 Denpasar is 83.11 with a good category.

The results of data analysis that have been carried out by researchers in the second cycle show that the ability to write drama scripts using the *Discovery Learning* learning method, which is based on audio visuals in class XI A3 of SMA Negeri 7 Denpasar has increased. This can be seen from the average score obtained, where in the *pretest* the



average score obtained was 68.44, then in the first cycle the average score obtained by students increased slightly to 76.44 while in cycle II the average score obtained by students increased to 83.11 in the good category.

So based on the results of the actions that have been carried out in cycle II, the researcher will not continue learning to write drama scripts in the next cycle, because the grades obtained by students have met the value criteria in accordance with the researcher's target, and the students have also done well learning.

2. Discussion

Based on the research that has been conducted by the researcher, the researcher can get an idea of improving the ability to write drama scripts for grade XI A3 students of SMA Negeri 7 Denpasar, by using *the Discovery Learning* learning method based on audio visuals in the form of viewing learning videos about examples of drama performances.

The increase can be seen from the average score obtained by students at each stage, namely at the initial test/*pretest* stage, the average score obtained by students in the ability to write drama scripts is 68.44 with the sufficient category. Meanwhile, in the first cycle, the average score obtained by students in the ability to write drama scripts after applying the audio-visual-based *Discovery Learning* learning method was 76.44 with a good category. Then in cycle II, the average score obtained by students in the ability to write drama scripts was 83.11 with the good category. This is in line with the findings of Ai Delin, et al. (2023) who stated that the fact is that in schools there are still many students who are not able to write in accordance with the provisions in good and correct Indonesian spelling.

So through this, it can be said that after the application of *the audio-visual based Discovery Learning* learning method, it can improve the ability to write drama scripts for grade XI A3 students of SMA Negeri 7 Denpasar. This is in line with the opinion of Mawaddah, et al. (2020) stating that audiovisual media is more effective in learning to write because it has experienced the process of hearing and seeing directly so that it can arouse students' imagination so that it is able to create drama scripts well. In addition, Siti Rahma (2024) emphasized that *the Discovery Learning* learning model can also change passive learning conditions into active and creative ones.

However, not only that, in each cycle, the researcher also conducts an evaluation to find out the problems in the classroom to be corrected, so that in the first cycle the researcher makes several modifications to improve the quality of student learning in the classroom. In cycle I, the modifications made by the researcher are: (1) The researcher rearranged the study group so that the discussion and cooperation of students in analyzing the drama, content, types, and intrinsic and extrinsic elements of the drama took place more effectively and all members of the group could participate actively; (2) The material and examples of drama used are made more diverse and close to the lives of students; (3) Teachers provide more intensive guidance through encouraging questions and mentoring during discussion activities; (4) Time allocation for analysis activities, group discussions, and presentation of work results is added so that students have a more optimal opportunity to identify, process, and convey the results of drama analysis. In line with Ariadi's (2024) statement, writing skills require ideas in writing and require a complex knowledge construction process so that modifications in the learning process need to be made.

The ability of students to write drama scripts has increased. Through *the Discovery Learning* learning method, students will also not feel bored in participating in learning because this *Discovery Learning* learning method encourages students to actively learn by discovering concepts, rules, or understanding on their own through the process of exploration and problem-solving. In this model, the teacher acts as a facilitator who directs students instead of giving answers directly. In addition, students are also free to express themselves, express their opinions, and be free to pour their imagination into a text that is made as creatively as possible.

The increase in students' ability and creativity in writing drama scripts occurred after the researcher applied *the audio-visual-based Discovery Learning* learning method, as well as modified learning steps at each meeting. The increase in students' drama scriptwriting skills is due to the application of *the audio-visual-based Discovery Learning* learning method used by researchers in each cycle. The improvement of students' writing skills can be seen through the following graph:

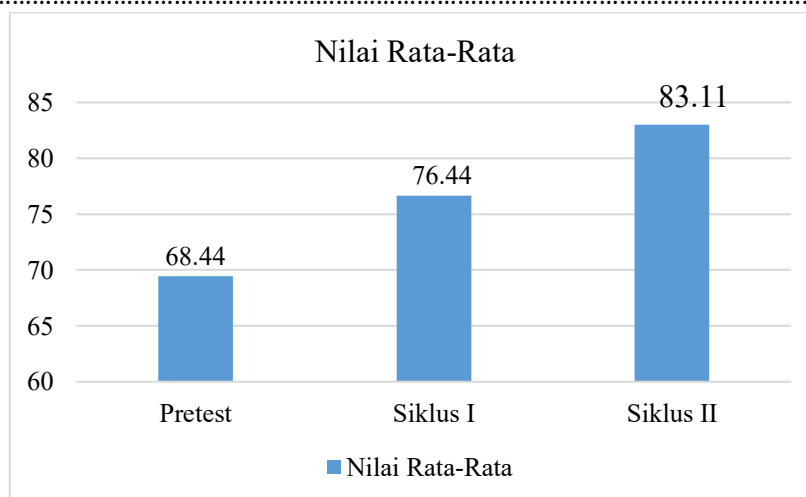


Figure 1. Graph of Improving Drama Script Writing Ability through Audio-Visual Based Discovery Learning Method in Grade XI A3 Students of SMA Negeri 7 Denpasar

Based on the table and graph above, it shows that the results of the ability to write drama scripts using the audio-visual-based Discovery Learning learning method in grade XI A3 students of SMA Negeri 7 Denpasar have increased from cycle to cycle. The average score of the initial test (*pretest*) obtained by students was 68.44 with the sufficient category. Meanwhile, in the first cycle, the average score obtained by students was 76.44 with the good category, and the average score of students in the second cycle was 83.11 with the good category.

The increase in the ability to write drama scripts for grade XI A3 students is certainly due to the form of application of the collaboration of methods and media used by researchers. Therefore, it should be noted that through the application of the *audio-visual Discovery Learning* learning method, it can have a positive impact on the quality of student learning. This can be seen from the results of the ability to write drama scripts in grade XI A3 students of SMA Negeri 7 Denpasar.

There is no difference in the steps of applying the *Discovery Learning* learning method in learning to write drama scripts. However, the difference in actions in the two cycles lies in the learning media used by the researcher. In the first cycle, the researcher used learning videos and drama footage aired through Youtube as basic analysis materials, content, types, and intrinsic and extrinsic elements of drama. Meanwhile, in cycle II, the researcher uses the drama script from the analysis and presentation of students as a learning medium so that students can be more active in observing, discussing, and conveying the results of their understanding in front of the class.

IV. CONCLUSIONS AND SUGGESTIONS

1. Conclusion

Based on the class action research that has been carried out by the researcher, it can be concluded that as a result:

1. The application of the audio-visual-based Discovery Learning learning method can improve the writing ability of drama scripts for grade XI A3 students of SMA Negeri 7 Denpasar. This can be proven through the results of class actions that have been carried out at the initial test/*pretest* stage which shows that the average score obtained is 69.44% of the total number of 36 students. In cycle I the average score obtained was 76.66% with the good category, while in the second cycle the average score obtained by students was 83.00% with the good category. So in this case, it can be concluded that the application of audio-visual-based *Discovery Learning* learning methods can improve students' drama scriptwriting skills. With the average score obtained by students significantly increasing, this class action research was stopped in cycle II.
2. Learning activities to write drama scripts using the *Discovery Learning* learning method are very good in increasing students' interest and motivation to learn. The steps implemented in the classroom when learning is taking place: (1) *Stimulation*, (2) *Problem Statement*, (3) *Data Collection*, (4) *Data Processing*, (5) *Verification*, and (6) *Generalization*. Through the *Discovery Learning* learning method applied by teachers, students are divided into several groups to carry out observation, discussion, and analysis activities on texts or drama footage to find the basics, content, types, and intrinsic and extrinsic elements of drama independently.



2. Suggestions

Based on the results of the research on the application of the *Discovery Learning* learning method as an effort to increase creativity and ability to write drama scripts for grade XI A3 students of SMA Negeri 7 Denpasar, the researcher provided several suggestions as follow-up materials, namely:

1. The *Discovery Learning learning method* assisted by audio-visual media can be used as an alternative learning to increase students' creativity, activeness, and ability to write drama scripts.
2. Students are expected to be more active and confident in expressing opinions, asking questions, and participating in discussions during the learning process. This activeness can help students understand the material better and develop the ability to write drama scripts optimally.
3. Teachers are advised to continue to provide opportunities for students to explore ideas, discuss, and find concepts independently so that learning to write drama scripts is more meaningful and interesting.
4. Researchers can further develop similar research by combining *Discovery Learning* with other media or learning models to improve the quality of learning to write drama scripts.

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In compiling this report, the researcher realized that this report is still far from perfect. Therefore, input from readers is highly expected for the improvement of this report. That is what can be conveyed, hopefully this can provide benefits for the world of education.

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