

ABILITIES OF CLASS VIII STUDENTS WRITING DRAMA TEXT PANDEMIC TIME COVID-19 USING ONLINE METHOD

Sumirah¹, Kuntoro²

¹)Junior High School (SMPN) 1 Kesugihan

²)Muhammadiyah University, Purwokerto

Email : sumirah010@gmail.com

ABSTRACT

This study aims to determine the ability of grade VIII students in writing drama texts during the COVID-19 pandemic based on elements of drama text at SMPN 1 Kesugihan in the 2019/2020 academic year. The population of this study were all students of class VIII SMPN 1 Kesugihan in the 2019/2020 academic year, totaling 224 students. The sample was taken from 32 students randomly from the population. This research method uses quantitative-descriptive methods. The research data were analyzed using each element of the drama text that had been previously determined. Characterization aspects got a mean score of 92, plot / plot aspect average was 91, theme aspect average got 89, technical guidance aspect got 88 average, background aspect got 84 average, mandate aspect got 82, dialogue aspect got 80, and the stylistic aspect got an average score of 66. Based on the results of the study, it can be concluded that the ability of grade VIII students to write drama texts during the COVID-19 pandemic using the online method of SMPN 1 Kesugihan for the 2019/2020 school year was 81 which could be categorized as good.

Keywords: *Dramatic Texts, Covid-19, Pandemic, Online Learning*

INTRODUCTION

This research was carried out when the COVID-19 pandemic outbreak attacked the State of Indonesia, which is the country we love and the country of the author's birthplace. The COVID-19 pandemic outbreak began to attack Indonesia around March 2020. Simultaneously in March 2020 each educational institution, the learning system was transferred to distance learning (PJJ). The government urges the public to stay at home to break the chain of COVID-19. Therefore the policy from the government must be implemented. Learning at SMPN 1 Kesugihan, which was face-to-face, has become online or online learning.

Learning Indonesian is an important subject to be taught to students at school. Indonesian subjects are given to students from elementary school to college with the hope that students are able to master, understand, and be able to implement language skills, such as listening, speaking, reading, and writing. Language has a function as a means of communication both written and spoken for use in everyday life. Language skills can be done through listening, speaking, writing, reading, and listening. According to Richards, Jack C., dan Rodgers, Theodore S (2015:53) when reading and writing are introduced, student are taught to read and write what they have already learned to say orally. Writing is a component that needs to be done for learning, especially students of class VIII in the ability to write drama texts. Writing is a creative process of transferring ideas into writing symbols (Semi, 2007: 14).

These symbols are in the form of verbal language which serves to complement written language and is universal.

Writing drama texts is included in the 2013 curriculum in the basic competency of 4.16 presenting drama in the form of a stage or script. Competency achievement indicators include writing drama texts. Therefore, in this second semester a more precise research was conducted to determine the ability of grade VIII students in writing drama texts.

Research on drama text learning has been carried out many times before, including research by Miftahul Jannah (2016), entitled "Development of LKS Playing Drama Based on Habibie and Ainun for Class XI SMA / MA Students". The research emphasizes the suitability of the development of teaching material products with the structure of the worksheets. Research conducted by Teti Milawati (2011), entitled "Improving Children's Ability to Understand Drama and Writing Dramatic Texts through the Auditory Visual Intellectual (SAVI) Automatic Learning Model. This study emphasizes language skills, namely the ability of children to understand drama by practicing writing drama texts. Research was also carried out by Rizky Fadhilah Sari (2017), whose title was "The Ability to Write Drama Script Class VIII MTS Students Nurul Khairiyah Sei Tuan in the 2016/2017 Academic Year". This study emphasizes that students are capable of writing drama scripts by analyzing the elements that make up drama.

According to the research above, it can be concluded that research on writing drama texts is not much done. Most of the drama text research made teaching materials such as modules or worksheets. In fact, it is not enough for drama learning to be given books or material, but the learning needs to contain aspects of writing according to KD 4.16 Presenting drama in the form of performances or scripts. One of them is writing a drama script by Rizky Fadhilah Sari which can be used as a reference for this research. However, these studies have differences in the elements that form drama when compared with the research that the researchers did. Researchers want to examine students' abilities in writing test dramas when the COVID-19 pandemic attacks Indonesian citizens. Does the impact of this outbreak affect student learning outcomes or remains the same as normal learning. So that the purpose of this study was to determine the ability of grade VIII students in writing drama texts during the COVID-19 pandemic outbreak using online learning methods. Therefore, I am interested in researching writing drama texts with the title "The Ability of Class VIII Students to Write Dramatic Texts during the COVID-19 Pandemic Using Online Learning Methods at SMP N 1 Kesugihan 2019/2020 Academic Year."

THEORITICAL FRAMEWORK

Teaching Dramatic Text Writing

According to Suprijono (2012: 12,13) learning is a translation of learning and teaching from teaching. Learning based on lexical meaning means the process, method, action of learning. Teachers teaching in a learning perspective is a teacher providing learning facilities for their students to learn. Zainurrahman (2013: 186) writing is an activity as well as an integrated skill, even writing is always present in every lesson. Writing is lowering or depicting graphic symbols that describe a language that a person can understand, so that other people can read the graphic symbols if they understand the language and graphic images (Tarigan, 2008: 22). Therefore writing activities cannot be separated from the world of education, because between learning, of course, there are writing activities that are obtained from these learning activities.

Kosasih (2017: 202) states that a drama text is a text that describes human life and character through the staged behavior (acting). According to Wirajaya and Sudarmawarti (2008: 42) writing drama is not much different from writing short stories or prose. The story in the drama is presented in the form of dialogue from the actors. The Cilacap MGMP

Compilation Team (2019: 32) says drama from the Greek language, namely *dromai* which means doing, acting, and moving to do according to the script. In general, drama is a literary work written in the form of dialogue and with the intention of being performed by the actor. Drama in a broad sense is a form of spectacle or performance containing a story that is performed in front of the general public.

From some of these experts, it can be concluded that learning to write drama texts is the process of learning a message indirectly in the form of literary works in the form of dialogue with the intention of being performed in front of the general public. The benefits of writing include as an indirect communication tool; as a communicative activity, the writer expresses the idea or message that he wants to convey in an explicit and objective manner; reflected writing activities will accustom us to think and speak in an orderly manner; writing about a topic helps us learn actively. The main characteristics of a drama text are story, dialogue, and aim to be performed. In the form of dialogue, the author composes a drama text by paying attention to the conversations between one character and another in daily life. The conversation written by the author is a sentence that will be pronounced and appropriate to be said on stage.

The elements of drama text according to Kosasih (2017: 205) are the theme, message, plot, characterization, dialogue, setting, language style, and Technical instructions. A theme is a main idea about something in making drama texts. Mandate is a message that the writer sends to the audience in the form of noble values that can be used as an example for the reader. Plot is a series of events and conflicts that drive the storyline. The drama plot includes story introduction, initial conflict, conflict development, and resolution. Characterization is the author's way of describing the character of a character. based on the role, the character is divided into two, namely the main character and the supporting character. The main character is a character who is the center of the story in the drama performance.

Supporting characters are characters involved to support the storyline and are related to the main character. Dialogue is communication between characters or players that occurs in a drama, which is carried out by two or more people. Background is a description of space and time stated in a stage or lighting arrangement. Language style is a medium of communication between characters that describes the character's character, setting, and events. Technical instructions are also known as *kramagung*. *Kramagung* is an indication of behavior, actions, or actions that must be done by a character (E. Kosasih, 2017: 222).

In addition to the elements of drama text, there are also structures that need to be known in writing drama texts, namely prologues, dialogues, and epilogues. The prologue is the introduction / opening or preliminary event in a drama. The prologue usually describes the players, the setting, and the general description of a story. Dialogue is a figurative medium that involves drama characters to describe human life and character in solving life problems. The dialog is presented with a sequence of events starting with orientation, complications, and resolution. Orientation is the initial part of the story that describes a situation that is happening or has already happened. Complication is about conflicts and their development: disturbances, obstacles in achieving goals, or mistakes experienced by the main character, and it is known that the character of the main character concerns the protagonist and antagonist. The epilogue is the closing part of a drama script containing the conclusion and message of the drama story.

The Covid-19 Pandemic Period

A pandemic is an outbreak of a disease that attacks many people simultaneously in various countries on a global scale (www.allianz.co.id/explore). According to Alwi, Hasan.,

Et al (2003: 821) a pandemic is an epidemic that occurs simultaneously everywhere, covering a wide geographical area. According to these experts, it can be concluded that a pandemic is a disease that occurs simultaneously in various large areas and affects many people. Corona virus disease (COVID-19) is an infectious disease caused by the corona virus that was recently discovered. Most people infected with COVID-19 will experience mild to moderate symptoms and will recover without special treatment (www.Indonesia.kemkes.go.id).

The virus that causes COVID-19 is mainly transmitted through droplets (small droplets) that are produced when an infected person coughs, sneezes and exhales. This droplet is too heavy to stay in the air. The droplet quickly falls off and sticks to the floor or other surface. You can catch it when you breathe in air that contains the virus when you are too close to someone who has been infected with COVID-19. You will also be infected when you touch a contaminated surface and then touch your eyes, nose or mouth (www.Indonesia.kemkes.go.id).

The most common symptoms of COVID-19 include fever, dry cough and fatigue. While slightly unusual symptoms include discomfort and pain, sore throat, diarrhea, conjunctivitis (red eyes), headaches, loss of taste or smell, rash on the skin, or skin discoloration on fingers or toes. The negative impacts of the COVID-19 pandemic for the world of education include the absence of learning in the classroom, the teaching and learning process is increasingly difficult, the increased risk of danger when children socialize online, all educational institutions are forced to eliminate direct learning, because the government has given warnings and ultimatum for not implementing direct learning in their respective agencies. Therefore, education is transferred to a distance learning system (PJJ) so that students can follow lessons and get sufficient material.

Online Learning Methods

Basic Distance Learning is contained in : (1) SKB Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs; (2) Cilacap Regent Decree No. 360/502/39 of 2020 concerning the Determination of Emergency Response Status for the Covid 19 Pandemic Disaster in Cilacap Regency; (3) SE Minister of Education and Culture No. 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency for the Spread of Covid 19, (4) SE To the Office of P and K Cilacap Regency No. 443.1 / 1359/02/15 concerning Independent Teaching and Learning Activities at Home of Each Student with Distance Mode.

Online learning or PJJ really requires the role of parents or guardians as supervisors in learning at home, these roles include: facilitating and motivating BDR / PJJ, accompanying PJJ activities at home, being one of the learning resources at home / PJJ, ensuring that children carry out PJJ activities. The implementation of PJJ can be divided into 2 types, namely: online and offline. Online is an acronym for the word "on line." Meanwhile, offline comes from the acronym "outside the network." Online including Meet, Webex Meet, Google Classroom, Zoom, WA, Email, Facebook, Instagram, etc. Offline includes Television, Radio, Books, Modules, Sheets, Magazines, newspapers, tabloids, etc.

The implementation of offline learning includes: the teacher visits the group to one of the students' homes, the teacher invites the group to come to the house, the teacher and students in the group come to school immediately, the teacher and students decide together to choose a place to study other than the above. The implementation of online learning uses an internet network of applications used including Meet, Webex Meet, Google Classroom, Zoom, WA, Email, Facebook, Instagram, etc. The online learning flow includes using a cellphone or computer connected to the internet, opening the application and entering an ID

and password, following online, downloading materials and assignments, printing important parts, doing assignments, printing assignments and uploading assignments.

METHODS

This research was conducted at SMP N 1 Kesugihan, namely at Jalan Letnan Sutrisno Number 7, Pesanggrahan Village, Kesugihan District, Cilacap Regency, Central Java. Researchers chose this location, because the number of students at SMP N 1 Kesugihan was large enough to be the research sample. In addition, in this school, research has never been carried out with the same problem. This research was conducted in the even semester of the 2019/2020 school year at SMP N 1 Kesugihan.

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by researchers to study and then draw conclusions (Sugiyono, 2015: 117). The population in this study were all students of class VIII SMP N 1 Kesugihan in the 2019/2020 school year, totaling 224 students, consisting of 100 boys and 124 girls. The sample is part of the number and characteristics of the population (Sugiyono, 2015: 118). The sample in this study were students of class VIII F at SMP N 1 Kesugihan in the 2019/2020 academic year, totaling 32 students, consisting of 15 boys and 17 girls.

This research method uses quantitative-descriptive methods. Using a quantitative method because the research data is in the form of numbers to be processed. Meanwhile, the descriptive method is used to clarify quantitative data so that it is easy to understand. Data were obtained through written tests and product assessment rubrics. The research instrument used a test. The test is a measuring tool given to students to get the expected answers. The test is given to determine the student's ability to write drama texts.

The learning method used is online or online learning. This learning uses android gadgets owned by students and subject teachers. In order for learning to be conveyed, teachers and students use android gadgets for remote communication or online communication. The teacher delivers the material and gives assignments via an android gadget. online learning steps include: teachers and students installing the WhatsApp program and creating Indonesian language subject groups on WhatsApp; teacher and student numbers entered in the same WhatsApp group; the teacher begins learning by greeting and greeting students; the teacher instructs students to be absent from groups that have been formed; the teacher ensures that all students are absent; the teacher gives lessons by sending files or asking students to open the modules / textbooks they have; the teacher instructs students to read, observe, and study the material presented; students ask questions about things that are not understood by sending messages on WhatsApp groups or by recording questions; the teacher explains the student's questions using messages or recording sounds; students have understood the material presented; the teacher gives assignments to students to make drama texts; students at home make drama texts according to the criteria presented by the teacher; students send photos of the results of writing drama texts to the teacher; the teacher corrects the students' work in writing drama texts; the teacher gives awards to students who send their assignments first; teachers and students together conclude the subject matter; teachers and students end the teaching and learning activities with prayer.

Table 1. Dramatic Text Assessment Instruments

No	Rated Aspect	Scoring Guidelines
1	Theme	Score of 4 drama texts has a very interesting theme Score of 3 drama text has an interesting theme Score of 2 drama texts have less interesting themes Score of 1 drama text has an unattractive theme
2	Flow / plot	Score of 4 drama texts has a clear flow and variations Score of 3 drama texts has a clear flow Score of 2 drama text has a less clear flow Score of 1 drama text there is an unclear flow
3	Characterization	The score of 4 drama texts has various characterizations A score of 3 drama texts has 4 characterizations Score of 2 drama texts, there are 3 characterizations Score of 1 drama text, there are 2 characterizations
4	Dialog	Score 4 drama texts there are many interesting dialogues Score 3 drama texts, there are interesting dialogues Score 2 drama text there is a little interesting dialogue Score 1 drama text there is no interesting dialogue
5	Background = time, atmosphere, place	Score of 4 drama texts, there are three backgrounds or complete The score of 3 drama texts has two backgrounds Score of 2 drama texts, there is only one setting Score 1 drama text has no background
6	Language style	Score of 4 drama texts, there are many styles of language The score of 3 drama texts is that the language style is moderate Score 2 drama text there is little style of language Score 1 drama text, there is no language style
7	Mandate	A score of 4 drama texts has a very interesting message A score of 3 drama texts has an interesting message Score 2 drama text has less interesting mandate Score 1 drama text has an unattractive mandate
8	Technical instructions	A score of 4 drama texts has ≥ 3 technical instructions score 3 drama text there are 2 technical instructions score 2 drama text there is 1 technical instructions score 1 drama text no technical instructions

Table 2. Guidelines for Assessing Dramatic Text Instruments

Value Interval	Assessment Guidelines
91 - 100 Very Good (A)	$\text{Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$
81 - 90 Good (B)	
70 - 80 Good Enough (C)	
0 - 69 Needs To Be Maximized (D)	

Data analysis was obtained through tests, in accordance with the research method described above. The assessment was carried out by giving a test, namely a drama text writing test. Meanwhile, the scoring of the students' writing uses a drama text assessment instrument that has been adjusted according to their respective criteria.

RESULT

The assessment is carried out according to the assessment guidelines, namely the value is equal to the score obtained divided by the maximum score multiplied by one hundred, with a maximum score of 4 in each aspect. From these data, the resulting number of values for each aspect including the theme aspect is 114, the total score for the plot aspect is 117, the characterization aspect is 118, the dialogue aspect is 102, the number of values is 107 for the background aspect, the language style aspect is 85, the mandate aspect is 105, and the

technical instructions have a total value of 113. With the total value of all aspects of 826 with an average value of 81.

Table 3. Assessment Rubric for Dramatic Text Writing Results

No	Nama	Aspek								Jumlah skor	Nilai
		1	2	3	4	5	6	7	8		
1	Ahmad Ivan Fajri	3	2	2	3	2	1	3	2	18	56
2	Alam Tri Yuliansah	3	4	3	3	3	3	3	3	25	78
3	Alya Meilinda	4	3	4	3	4	3	3	3	27	84
4	Anisha Meiyadi	4	4	4	3	4	3	3	4	29	91
5	Cahyo Kukuh Galih P	3	3	2	3	2	1	3	3	20	63
6	Dea Shely Amelia	4	4	4	3	3	3	3	4	28	88
7	Despri Surya Giantoro	3	3	4	3	2	2	3	3	23	72
8	Diah Ayu Supriatin	3	4	4	3	3	2	3	3	25	78
9	Esiana Sembada	4	4	4	3	4	3	3	3	28	88
10	Evalia Rahayu	4	4	4	3	4	3	3	4	29	91
11	Febi Widan Fauzi	3	3	3	3	2	3	3	3	23	72
12	Gista Salsa Pramudita	4	4	4	3	4	3	3	3	28	88
13	Ibnu Arifin	4	4	4	3	3	2	3	3	26	81
14	Jaka Adi Guna	4	3	3	3	3	2	3	2	23	72
15	Khalisha Salsabila	4	4	4	3	4	3	3	3	28	88
16	Lusiana	4	4	4	3	3	2	3	3	26	81
17	Mei Rudi Tri Setiawan	3	4	4	3	1	1	3	3	23	72
18	Muhamad Wisnu S	3	3	3	3	2	2	3	4	23	72
19	Nabila Tri Annisa	3	4	4	3	4	3	3	4	28	88
20	Naesfi	4	4	4	3	3	3	3	4	28	88
21	Nova Safitri	4	4	4	3	4	3	3	3	28	88
22	Nur Laelatul Hasanah	3	3	3	3	3	2	3	3	23	72
23	Regina Wening P	4	4	4	4	4	3	4	4	31	97
24	Rendy Syahri Lugina	3	3	3	3	3	2	3	3	23	72
25	Reyhan Tri Pamungkas	3	4	3	3	3	2	2	3	23	72
26	Rosfita Andini	3	4	4	3	4	3	3	4	28	88
27	Safiq Akmal Faozi	3	3	3	3	2	1	3	4	22	69
28	Silvia Dwi Afrianti	4	4	4	3	4	3	3	3	28	88
29	Sri Yeliana Anjani	4	4	4	3	4	3	4	4	30	94
30	Vina Mahbubatul L	4	4	4	3	4	3	3	3	28	88
31	Wiji Satrio	3	3	3	3	3	2	3	3	23	72
32	Yuanita Rahmaniar	4	3	4	4	4	4	4	4	31	97
Jumlah		114	117	118	102	107	85	105	113	826	
Persentase		89	91	92	80	84	66	82	88		
Nilai Maksimal											97
Nilai Minimal											56
Nilai Rata-rata											81

Table 4. Percentage of Value

Value	Value Interval	Number of Students	Percentage
(A) Very good	91 - 100	5	16%
(B) good	81 - 90	13	41%
(C) Pretty good	70 - 80	11	34%
(D) Need to be maximized	0 - 69	3	9%
Total		32	100%

Score and Average Score of Student Ability per Aspect

The mean score and the percentage of the eight aspects assessed from the students' ability to write drama texts are the average value of the aspects that occupy a very good position, namely the plot / plot and characterization aspects; three aspects that have good value, namely aspects of the theme, background, and mandate; two aspects have a fairly good position, namely aspects. However, hierarchically the average score for the ability to write a drama script on the characterization aspect was in the highest position, namely 92, followed by the plot aspect, which was 91, then the theme aspect got 89, the technical guidance aspect

got 88, the background aspect got 84, the aspect aspect mandate gets a score of 82, the dialogue aspect gets 80, then the language style aspect is 66. Therefore, students must be given the right motivation and teaching to be able to improve this achievement..

Calculation of Frequency Distribution

The calculation of the frequency distribution of the students' ability to write drama texts, which can be determined by looking at the table and counting how many students have the A, B, C, and D grade categories. The value of D has an interval of 0 - 69, there are 2 students with a percentage of 6%. Value C has an interval of 70 - 80 there are 12 students with a percentage of 38%. Value B has an interval of 81 - 90 there are 15 students with a percentage of 47%. Value A has an interval of 91-100, there are 3 students with a percentage of 9%.

Based on the results of the research analysis, it can be seen that the results of online learning Indonesian, especially the skills of writing drama texts for VIII grade students of SMPN 1 Kesugihan, for the 2019/2020 academic year with an average score of 80 can be categorized as "good enough." The following is an overview of 7 aspects that are assessed in writing drama texts.

Aspects of the Themes

The results of the research on the achievement of children's ability to write drama texts based on the aspect of the theme can be seen by adding up all the scores obtained by the students as many as 114 with a percentage of 89%. This aspect is ranked third from all aspects analyzed with good predicate. Students get good scores on the thematic aspect because the writing of drama texts brings up everyday life. Therefore students easily determine and develop themes. Even so, there are some students whose scores are not good and need to be improved so that the theme becomes more perfect.

Flow Aspects

The flow aspect received a score of 117 with a percentage of 91%. The flow aspect was ranked second from other aspects with a very good predicate. Students easily develop advanced plot aspects to clearly describe the story line. some students are able to develop clear forward and reverse grooves.

Aspects of Characterization

The characterization aspect is usually called the characterization aspect. This aspect scores 118 with a percentage of 92%. The characterization aspect received the highest rating from other aspects with a very good predicate. Students easily develop characters in writing drama texts by presenting various character figures, although there are some students who only give three characterizations in a drama text.

Dialogue Aspects

The dialogue aspect received a score of 102 with a percentage of 80%. The dialogue aspect was ranked seventh from other aspects with a fairly good predicate. The dialogue aspect can be seen with the students' mastery of writing sentences that are not very good. Many students use repeated words in one sentence. Most students are unable to present interesting dialogue. Students present sentences in dialogue with limited and simple abilities, without presenting the character of a dialogue character.

Background Aspects

The background aspect scored 107 with a percentage of 84%. The background aspect was ranked fifth with a fairly good predicate. The background aspect can be seen by the students' ability to write a background in accordance with the situation of the drama text story being made. Students determine the setting of the place, time setting, and setting of the

atmosphere. Although some students did not write the complete setting, but only wrote one or two settings in the drama text they made.

Aspects of Language Style

The language style aspect obtained a score of 85 with a percentage of 66%. The aspect of language style is ranked last with the predicate that needs to be maximized. The aspect of language style still needs to be equipped with a lot of knowledge because it gets a very low average score for students' abilities. The aspect of language style according to students feels more difficult because it requires a choice of vocabulary that fits the context of the story. The aspect of language style is only mastered by one student, while other students are less able to determine the diction in the course of the story.

Aspects of the Mandate

The last aspect is the mandate aspect, obtaining a score of 105 with a percentage of 82%. The mandate aspect was ranked sixth with a fairly good predicate. The aspects of the mandate written by students still need to be revised again and students need to study harder. Readers are not interested because the message conveyed does not reflect advice. Although some students are able to write messages in the context of drama.

Aspects of Technical Guidelines

The last aspect is the aspect of technical guidance, obtaining a score of 113 with a percentage of 88%. The technical guidance aspect was ranked fourth with a good predicate. The aspect of technical instructions can already be understood by students because students can ask questions via the internet if there are words that are not understood. In addition, students can ask questions via WhatsApp to the teacher if there are sentences that are not understood.

CONCLUSION

The research which was conducted on the eighth grade students of SMPN 1 Kesugihan, it can be concluded that the students' ability to write drama texts got a fairly good average score. Therefore, the online learning method using WhatsApp is good for learning to write drama texts at SMPN 1 Kesugihan Class VIII although students still need guidance in writing drama texts to get even better grades. Writing drama texts can foster students' creativity and insight into literary works.

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