

## **Application of Audio Visual Media to Improve Drama Text Writing Skills through Project Based Learning (PjBL) Model**

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### **ABSTRACT**

This study aims to determine and describe the application of audio-visual media to improve the ability to write drama texts through the project-based learning (PjBL) model for class VIII students of SMP Negeri 5 Mesuji. This study is included in classroom action research (PTK) with 20 students as research subjects. The data collection method uses test, observation, interview, and documentation methods. The data analysis technique uses quantitative methods to observe student performance and assess the results of work in the form of drama texts. The results of the study indicate that the use of audio-visual media and the project-based learning model can improve the quality of learning to write drama texts, seen from changes in student attitudes in several aspects. Teacher activity in cycle I with a total score percentage obtained of 71.67% increased to 90% in cycle II. While student activity in cycle I with a total score percentage obtained of 70% and increased in cycle II to 86.7%. The total value of students' drama text writing skills in cycle I obtained 1035 or the average value of students classically was 51.75 with a percentage of completion of 10%. In cycle II, the total value of drama text writing skills increased by 1645 or the average value classically was 82.25 with a percentage of completion reaching 80%.

**Keywords:** Audio Visual; Writing; Drama; Project Based Learning (Pjbl)

### **INTRODUCTION**

Indonesian language learning currently uses a text-based approach that expects students to be able to produce and use texts according to their purpose and function. Indonesian language learning does not only contain language knowledge, but can also be realized for users in social, cultural, and academic contexts. Indonesian language lessons at the junior high school (SMP) level consist of four phases, namely the context formation phase, text modeling, collaborative text formation, and creating text. In Indonesian language learning there are four language skills that are important for students to have. The four skills are listening, speaking, reading, and writing skills. The grouping of language skills is based on receptive and

productive aspects. The receptive aspect is a language skill that is receptive or absorbent, this aspect will be seen in listening and reading activities. While the productive aspect is a language skill that aims to achieve language proficiency, namely in the form of language production both orally and in writing. This aspect will be seen when students carry out speaking and writing activities.(Dalman, 2016, p. 8).

Writing skills as a learning process that requires perseverance in practice, because the more diligent the practice, the better the writing skills will be. Therefore, students' writing skills need to be developed, so that it is expected that students are able to write, especially in producing literary works such as drama scripts. Drama text writing skills need to be instilled in students at school and finally students have the ability to create drama texts well. Expressing a drama script is not only intended for the appreciation and understanding of drama, but also has an effect on sharpening the sensitivity of feelings, reasoning, and also the sensitivity of students to humanitarian problems that are raised as themes in writing drama scripts. The existence of stages in writing is in accordance with Akhadiah's opinion in(Abidin, 2012, p. 181), that writing is a process, namely the process of pouring ideas or ideas into written language which in practice the writing process is realized in several stages and as a whole system. Writing can produce a work and pour out imagination and creative processes that can be useful for oneself and others. One example of the results of writing is a drama script. Drama is a story that is staged with movement, sound, and rhythm with the theme of human life in a certain period and time. Drama can also be called life that is depicted with movement and actions. From the behavior and gestures, drama is sometimes often equated with theater, so many people assume that both are the same as what we see now, there is no difference between drama and theater(Nuryanto, 2017, p. 3). So, drama is a story based on a human life experience which is acted out through movement, behavior and actions at a certain time.

Referring to Permendikbud Number 65 of 2013 concerning Process Standards that in order to encourage students to produce creative and contextual work, both individually and in groups, it is recommended to use a learning approach that produces work based on problem solving (project based learning). This learning model involves the active role of students in observing and collecting data based on their experiences and imaginations, making it easier for students to compile and develop ideas into drama texts. In addition to the project based learning model, researchers will also use learning media that can attract students' interest and motivation in learning. The media that will be used is audio-visual media.

The selection of audio-visual media and project-based learning models provide opportunities for students to build their own knowledge, to interact with friends in producing products in the form of written works, namely drama texts. These media and learning models encourage students to be more active in learning in class. The role of the teacher as a facilitator and evaluates the products of the students' work which are displayed in the results of the projects being worked on. In the learning

process, students explore, research, interpret, synthesize, and provide information to produce various forms of learning outcomes. The focus of learning lies in the core principles and concepts of a discipline, involving students in problem-solving investigations and other meaningful tasks, providing opportunities for students to work autonomously in constructing. This was expressed by Thomas, et al., in *Contemporary Innovative Learning Strategies* (Susanti, 2016, p. 41), states that project based learning is a learning model that provides opportunities for teachers to manage classroom learning by involving project work. Thus, project based learning is a strategy that is very suitable for use in improving drama text writing skills. This strategy requires students to work together to solve a problem and think to produce a real product in the form of a writing from the problem.

## LITERATURE REVIEW

The following are several previous research studies that are relevant to this research, namely, first, a research journal on writing drama scripts using the joyful learning model by (Nugroho, Mulyaningsih, & Khuzaemah, 2019, p. 234). The title of this research is *Joyful Learning Model in Improving Drama Script Writing Skills of Grade VIII Students*. The method in this study used classroom action research. It can be seen from the pre-cycle to cycle II, the average value of students increased and gave 100% graduation to all students. Thus, the joyful learning model in improving the drama script writing skills of class VIII students at MTs NU Putra 2 Buntet Pesantren can be said to be successful with the results of the study of the average value in the pre-cycle of 19.17, in cycle I 70.76, and in cycle II 82.00. Then the graduation rate during the pre-cycle was 10%, during cycle I 50%, and during cycle II 100%. The similarity of this study is the drama script material and the difference lies in the model used. This study uses the joyful learning model, while the research that will be studied by the researcher uses audio-visual media and the project-based learning model.

Second, research journals conducted by (Febrian, Wagiran, & Utami, 2016, p. 191), by title *Improving the Ability to Write One-Act Drama Scripts Through Silent Film Media for Class VIIIA Students of SMP Negeri 5 Banjarharjo, Brebes Regency*. This classroom action research aims to analyze the improvement of drama script writing skills and behavioral changes in class VIII A students of SMP Negeri 5 Banjarharjo in learning. Data were obtained through test and non-test techniques in the form of student behavior data from observations, interviews, journals, documentation. Data were analyzed descriptively. The results showed an increase in the pre-cycle average of 59.26 (less) increasing to 66.6 (sufficient) in cycle I and increasing to 79 (good) in cycle II. Some students are happy and interested in learning using silent film media. After participating in learning to write drama scripts with silent film media, student behavior changed in a positive direction. Students became more active, enthusiastic and enthusiastic in learning to write drama scripts. The similarity of this study is that it examines writing drama scripts, while the difference lies in the media used.

Third, journals in similar research conducted by (Sari & Afnita, 2023), with the title *The Influence of Project Based Learning Model Assisted by Audiovisual Media on the Writing Skills of Review Texts of Class VIII Students of SMP Negeri 1 Junjung Sirih*. Based on the t-test, the alternative hypothesis (H1) is accepted at the level of confidence and degrees of freedom ( $dk = (n-1)$ ) because  $t_{count} > t_{table}$  ( $8.87 > 1.67$ ) thus, the learning outcomes of writing review texts of class VIII students of SMP Negeri 1 Junjung Sirih using the project based learning model assisted by audiovisual media are higher than using conventional learning models. Based on the results of the study, it can be concluded that the project based learning model assisted by audiovisual media has an effect on the writing skills of review texts of class VIII students of SMP Negeri 1 Junjung Sirih. The difference between this study and the previous studies is the skills of writing review texts, while the researcher wrote drama texts.

According to Munadi (Barnabas, 2020, p. 29), audio visual media is a media that involves the senses of hearing and sight at the same time in a process. Audio visual media can increase students' learning motivation. The message conveyed by audio visual media can be verbal or nonverbal such as films, videos, and televisions that can be connected to projection devices (projectable aids).

Writing is one of the four language skills which consist of speaking, listening, reading, and writing itself. According to (Tarigan, 2021, p. 22), writing is to lower or depict graphic symbols that describe a language that someone understands, so that other people can read the graphic symbols if the reader understands the language and the graphics. Writing is also a representation of part of the unity of language expression. The main function of writing is as an indirect communication tool. One way to express writing is by creating a drama script. Etymologically, drama comes from the Greek word *draomai* which means to do, act, act, act. Drama is a composition of poetry and prose that can describe life and character through behavior (acting) and dialogue that is staged. Drama can also be a story involving conflict that is composed for theatrical performances. (Lina, 2021, p. 2). The origin of drama from several events, first the event of a primitive religious ceremony which was added to a story so that it developed into a drama. Second, it came from a song to honor a hero who told his life story, then acted out in a drama, Third, it came from the human hobby of listening to stories and staged in a drama (Egitama, 2017, p. 1).

There are various types of dramas that can make the audience carried away by the atmosphere. Each drama certainly has its own characteristics that distinguish it. The types of dramas according to (Wulan, 2018, pp. 3-5), namely 1) tragedy drama is a drama that presents a sad story. The actors are involved in a serious conflict or problem and the audience feels sorry for the characters, 2) comedy drama is an entertaining drama, but contains subtle satire where the actors try to create a funny atmosphere, 3) tragedy comedy drama is a mixture of tragedy and comedy that presents a sad story, but interspersed with funny scenes, 4) melodrama is a drama that is very exciting and touching, the plot is made excessively so that the audience

is less concerned, 5) opera is a drama that contains music and singing in it, 6) pantomime is a drama that is presented in the form of body movements or sign language without any conversation, 7) tableau is a drama that is similar to pantomime which is followed by the movements of the body parts and facial expressions of the actors, 8) farce is the most entertaining performance because it prioritizes humor and does not contain elements of satire, 9) satire is a drama that contains the humor of life that is responded to seriously, usually used to make hidden criticisms or criticisms.

Drama is often referred to as a play in the form of a dialogue or speech consisting of elements that build and form a unity that is mutually bound to each other. The intrinsic or building elements in drama are theme, plot, characters and characterization, dialogue, setting, and message. According to (Kosasih, 2017, p. 213) a drama has a structure or arrangement, namely 1) prologue is the opening or introduction of an event in the drama which is usually delivered by the storyteller (puppeteer) to introduce the image of the players, setting, and others, 2) dialogue is a medium involving drama characters that depict human life and character, problems faced, and their resolution. In dialogue, it is divided into orientation, complication, and resolution, and 3) epilogue is the final part of the drama which functions to convey the core of the story by one of the characters or puppeteer at the end of the story. *Project based learning* as a learning model that uses problems as a starting point and ends with creating a project with the aim of providing an understanding of critical, creative and innovative thinking. (Hidayat, 2021, p. 20). *project based learning* is a learning model that requires a long period of time in its implementation and at the end of learning produces a project that requires students to think critically, creatively, innovatively, and collaboratively. The resulting project is expected to be useful for the community and the learning environment of students. The role of teachers in implementing the project based learning model is as a facilitator who supports students innovating the projects they are working on.

## METHOD

### Design and Sample

This research is a Classroom Action Research (CAR) with 20 students of class VIII of SMP Negeri 5 Mesuji as research subjects. The stages in CAR are the planning stage, implementation stage, observation stage, and reflection stage. To measure success in learning activities, there are minimum completeness criteria (KKM) that must be achieved by students.

Table 1  
*Action Success Indicators*

No	Value Interval	Predicate	Information
1.	>75	A	Very good
2.	65 – 74	B	Good
3.	56 – 65	C	Currently
4.	41 – 55	D	Not enough

5. <40 E Not enough

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### Data collection technique

Data collection is very important in research, the data collection techniques used in this research are tests, observations, interviews, and documentation.

### Data Analysis Techniques

Data analysis or assessment is carried out using quantitative methods to observe student performance and assess their work in the form of drama texts. Interview data is analyzed based on qualitative methods. Review of student drama text writing project assessments is carried out after completing writing or writing drama texts on student worksheets (LKPD) that have been provided in each cycle.

*Table 2*  
*Drama Text Writing Assessment Rubric*

	Rated aspect	Indicator	Score
1	Suitability of title to theme	a. write the title very precisely	4
		b. write the title correctly	3
		c. write the title incorrectly	2
		d. write the title incorrectly	1
2	Intrinsic elements of a drama script	a. write the intrinsic elements of a drama script very precisely	4
		b. write the intrinsic elements of a drama script correctly	3
		c. writing the intrinsic elements of a drama script incorrectly	2
		d. writing the intrinsic elements of a drama script incorrectly	1
3	The atmosphere of conflictual sharpness in the drama script	a. write the atmosphere of the sharpness of the conflict very precisely	4
		b. write down the atmosphere of the conflict accurately	3
		c. writing the atmosphere of the conflict's intensity incorrectly	2
		d. writing the atmosphere of the conflict's intensity incorrectly	1
4	The interestingness of the story	a. write the story's appeal very precisely	4
		b. write the story's appeal accurately	3
		c. writing the story's appeal incorrectly	2
		d. write the story's appeal incorrectly	1
5	Accuracy of word choice	a. write the right choice of words and sentence structure very precisely	4

and sentence structure	b. write down the right choice of words and sentence structure correctly	3
	c. writing the right choice of words and sentence structure incorrectly	2
	d. writing the right choice of words and sentence structure incorrectly	1
<b>Maximum Score</b>		<b>20</b>

Source:(Ezabella, Suyanto, & Fuad, 2014, p. 5)

## RESULT AND DISCUSSION

### Percentage of Increase in Teacher Activity Process in Cycle I and Cycle II

Based on the results of observations of teacher activities obtained during the implementation of learning to write drama texts using audio-visual media and project-based learning models for class VIII students, there is a difference between the two cycles which is a sign of improving the quality of teaching and learning in the classroom. The following is the difference in scores and percentage increase in the teacher activity process from cycle I to cycle II.

Table 3

*Percentage of Increase in Teacher Activity from Cycle I to Cycle II*

Aspect	Percentage of Total Score Obtained			Percentage Increase	Score
	Cycle I	Cycle II	Difference		
Teacher	71.67%	90%	18.33%	20.33%	

Source: Results of processing observation data from cycles I and II

Based on the table above, it is known that there is an increase in teacher activity from cycle I to cycle II. The percentage of total scores achieved in cycle I was 75%, increasing in cycle II to 90%. The formula used to calculate the percentage increase is  $\frac{\text{Selisih Skor}}{\text{Siklus II}} \times 100\%$ . So, the difference in score from cycle I to cycle II is 18.33% with a percentage increase of 20.33%. The explanation above proves that the role of media and learning models has a great influence in improving learning activities carried out by teachers in the classroom. Material delivered through audio-visual media can provide many benefits for teachers, as long as the teacher remains active in learning. The relationship between teachers and students remains the most important element in modern education today. Teachers must always be present to present learning materials with the help of any media and models in order to provide refreshment and variation for students' learning experiences in the classroom. Likewise with learning to write drama texts using audio-visual media and project-based learning models that can help teachers' activities in stimulating, motivating, and attracting students' interest in writing drama texts.

### Percentage of Increase in Student Activity Process in Cycle I and Cycle II

Based on the results of observations of student activities obtained during the implementation of learning using audio-visual media to improve the ability to write drama texts through the project-based learning model in class VIII students from cycle I to cycle II, there was an increase. The following is the difference in scores and percentages of student activity processes in cycle I and cycle II.

Table 4

*Percentage of Increase in Student Activity from Cycle I to Cycle II*

Aspect	Percentage of Total Score Obtained			Percentage Increase	Score
	Cycle I	Cycle II	Difference		
Learners	70%	86.7%	16.7%	19.26%	

Source: Results of data processing cycles I and II

Based on the table above, it is known that there is an increase in student activity from cycle I to cycle II. The percentage of the number of scores obtained in cycle I was 70% and increased to 86.7% in cycle II. The difference in scores for the two cycles was 16.7% with a percentage increase of 19.26%.

### Comparison of Drama Text Writing Skills in Cycle I and Cycle II

The results of the study on the application of audio-visual media to improve the ability to write drama texts through the project based learning (PjBL) model in class VIII students of SMP Negeri 5 Mesuji, the researcher describes in the following comparison table of drama text writing skills.

Table 5

*Comparison of Drama Text Writing Skills Cycle I and II*

No	Name	Gender	Final Grade of Cycle I	Final Grade of Cycle II
1	AD	P	70	95
2	AA	L	35	85
3	BFS	L	35	85
4	DA	L	60	80
5	HM	P	60	95
6	IS	P	40	85
7	LF	P	35	75
8	MM	P	55	80
9	MS	P	80	95
10	ML	P	65	90
11	MR	P	50	65
12	MRS	P	50	80
13	MD	L	45	65
14	YOUR	P	65	90
15	NLS	P	40	90
16	PACK	P	45	65



No	Name	Gender	Final Grade of Cycle I	Final Grade of Cycle II
17	SA	L	30	60
18	YN	P	65	95
19	ZR	P	45	90
20	WL	P	65	80
<b>Amount</b>			<b>1035</b>	<b>1645</b>
<b>Average</b>			<b>51.75</b>	<b>82.25</b>
Number of students who achieved KKM (70)			2	16
Percentage of students who achieved KKM			10	80

Source: Results of processing data on drama text writing test scores for cycles I and II

Based on the data in the table above, the comparison of drama text writing skills in cycles I and II, there is an increase from learning cycles I and II. The number of scores obtained by students in cycle I is 1035 or an average of 51.75 and students who achieve learning completion (KKM) are 2 students or 10% of the total number of students of 20 people who are used as research subjects. The application of audio-visual media to improve the ability to write drama texts through the project based learning model in cycle II obtained a total score of 1064 or an average of 82.25 with the number of students who achieve learning completion (KKM) of 16 students or 80% of the total number of students of 20 people who are used as research subjects.

*Table 6*  
*Comparison of Average Scores of Drama Text Writing Skills Tests in Each Aspect of Cycle I and II Assessment*

Aspect	Implementation of Action	
	Cycle I	Cycle II
Suitability of title to theme	12	18.75
Intrinsic elements	10.5	16.75
The sharpness of the conflict	9	15
The interestingness of the story	12.25	17.75
Accuracy of word choice and sentence structure	8	14
<b>Amount</b>	<b>51.75</b>	<b>82.25</b>

Based on the table above, there is an increase in the results of the drama text writing skill test scores from each aspect. In the first aspect, namely the suitability of the title to the theme, the average score of students in cycle I was 12, increasing in cycle II to 18.75. The second aspect, the intrinsic elements of the drama text, obtained a score of 10.5 in cycle I and increased to 16.75 in cycle II. The third aspect, namely the sharpness of the conflict, received a score of 9 in cycle I and increased to 15 in cycle II. The fourth aspect of the drama text writing skill score is the interestingness of the story, which reached a score of 12.25 in cycle I and increased in cycle II to 17.75. Finally, the fifth aspect regarding the accuracy of word choice and sentence

structure reached a score of 8 in cycle I, increasing to 14 in cycle II. Comparison of the average score of drama text writing skills using audio-visual media through the project-based learning model.

In cycle I, the results of the drama text writing skills have not yet obtained satisfactory results. Students are asked by the teacher to write a drama themed on their daily lives. Furthermore, students are asked to form groups as directed by the teacher at the beginning of the lesson or before entering the learning material. After forming groups, students write drama texts with the theme of daily life by discussing with their groups so that they can exchange opinions and ideas. However, after cycle I was evaluated by the teacher, the results were still below average. Many students have not achieved the minimum completeness in learning or have not reached the KKM score. There were only 2 students who completed or exceeded the KKM in cycle I out of 20 students. The overall average score of students in cycle I was 51.75 or with a range of indicators that were lacking. The average score lies in the intrinsic elements of the drama script which includes the completeness of the structure and the relationship between the prologue, dialogue, and epilogue. In addition, the score on the aspect of word choice accuracy and sentence structure (use of effective grammar, spelling according to PUEBI, punctuation according to PUEBI, and mastery of writing rules) is also relatively low. Therefore, the researcher continues the learning activity of writing drama texts using audio-visual media and project-based learning models in the next cycle, namely cycle II.

In cycle II, the results of the drama text writing skills test experienced a significant increase, namely 16 students managed to achieve learning completion from the total number of students. The total average value of drama text writing skills reached 82.25 or with a very good indicator range. Similar to cycle I, in cycle II, before making revisions, students first watched a drama, paid attention to the intrinsic elements of the drama being watched in order to better understand what the intrinsic elements were in it and the use of language in the drama. Then, students were asked to revise and rewrite the drama text that had been made in cycle I by paying attention to the mistakes that had been marked by the teacher. In addition, the teacher also changed student groups or rolling with the aim of refreshing in exchanging ideas and discussing to perfect the results of writing drama scripts. During the process of revising and rewriting the drama text that was made, students were free to ask questions and discuss the mistakes contained in it. In cycle II, students were more active compared to cycle I, this can be seen from the enthusiasm of students in the learning activities carried out. Added to this is the media used in learning, namely audio-visual media. In addition to audio-visual media, students also gain new learning experiences with the project-based learning model, this is because students have never used the media and model in learning activities. After revising their work, students collect their writing again to see if there are still errors and if there are errors, revisions are made again. After the revision process is complete, the final stage is for students to present their work in front of the class with the help of group members. Writing activities are carried out in three stages,

namely the pre-writing stage, the writing stage, and the post-writing stage. Seeing the success in cycle II, the researcher conducted research up to cycle II. Audio-visual media and the project-based learning model have been proven to improve the ability to write drama texts in class VIII students of SMP Negeri 5 Mesuji.

## CONCLUSION

Based on the results of the research that has been carried out, overall the application of audio-visual media can improve the ability to write drama texts through the project based learning (PjBL) model in class VIII students of SMP Negeri 5 Mesuji. This can be proven by the acquisition of cycle I and cycle II scores assisted by audio-visual media making students more enthusiastic in learning to write drama texts, because the researcher presents material and drama shows through slides. In addition, the project based learning (PjBL) model can make students more active and creative in completing assignments. The target that the researcher wants to achieve has been achieved, as evidenced by the increase in student scores from cycle I to cycle II. Thus, the results of writing drama texts of students from cycle I and cycle II have increased or have exceeded the learning achievement (KKM) that has been set, so the researcher is sufficient for the research until cycle II.

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