



The Use of Varied Media in Learning to Analyze the Content and Language of Drama Texts

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ABSTRACT

This study aims to describe the lingual form, associative meaning, and the relevance of body shaming utterances to Indonesian language learning in the comment section of the Instagram account @lisamariana. This study uses a qualitative approach with a descriptive qualitative research type. The data source in this study is the body shaming utterances contained in the comment section of the Instagram account taken between April and August 2025. Data collection techniques were carried out using reading, listening, taking notes, and documentation techniques, while data analysis techniques included three stages, namely data reduction, data presentation, and drawing conclusions. The results of the study indicate that the lingual form of body shaming utterances found includes four forms, namely, word form, phrases, and sentences. Furthermore, the associative meanings contained in these utterances include connotative meaning, affective meaning, reflective meaning, and collocative meaning. These meanings indicate that body shaming utterances are not only descriptive, but also contain elements of judgment, emotion, and certain associations. The results of this study also have relevance to Indonesian language learning, especially the development of reading and speaking skills in phase D learning outcomes, so that the speech data can be used as contextual teaching materials to train students in understanding explicit and implicit meanings, as well as expressing ideas and opinions verbally with polite language.

Keywords : varied media, analyze, content and language, drama text

Pemanfaatan Media Variatif dalam Pembelajaran Menganalisis Isi dan Kebahasaan Teks Drama

ABSTRAK

Penelitian ini memiliki tujuan untuk mendeskripsikan bentuk lingual, makna asosiatif, serta relevansi ujaran body shaming dengan pembelajaran bahasa Indonesia pada kolom komentar akun Instagram @lisamariana. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif kualitatif. Sumber data dalam penelitian ini adalah ujaran body shaming yang terdapat pada kolom komentar akun Instagram tersebut yang diambil dalam rentang waktu April-Agustus 2025. Teknik pengumpulan data dilakukan dengan teknik baca, simak, catat, dan dokumentasi, sedangkan teknik analisis data mencakup tiga tahapan, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa bentuk lingual ujaran body shaming yang ditemukan meliputi empat bentuk yakni, bentuk kata, frasa, dan kalimat. Selanjutnya, makna asosiatif yang terkandung dalam ujaran tersebut meliputi makna konotatif, makna afektif, makna reflektif, dan makna kolokatif. Makna-makna tersebut menunjukkan bahwa ujaran body shaming tidak hanya bersifat deskriptif, tetapi juga mengandung unsur penilaian, emosi, serta asosiasi tertentu. Hasil penelitian ini juga memiliki relevansi dengan pembelajaran bahasa Indonesia, khususnya pengembangan keterampilan membaca dan berbicara dalam capaian pembelajaran fase D, sehingga data ujaran tersebut dapat dimanfaatkan sebagai bahan ajar kontekstual untuk melatih peserta didik dalam memahami makna tersurat dan tersirat, serta mengungkapkan gagasan dan pendapat secara lisan dengan bahasa yang santun.

Kata kunci : media variatif, analisis, isi dan kebahasaan, teks drama

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INTRODUCTION

The learning process is an interactive activity between teachers, students, and learning resources within a learning environment. Effective learning is determined not only by the teacher's mastery of the material but also by the way the material is delivered so that it can be understood by students. Teachers are required to be able to manage various learning components to optimally achieve learning objectives. This management includes systematic planning, implementation, and evaluation of learning.

One important component in the learning process is learning media. Learning media function as an intermediary for conveying learning messages from teachers to students, so that the material can be received more clearly and systematically. The presence of media helps clarify the information conveyed and reduces the possibility of misunderstandings during the learning process. Furthermore, media can also create a more engaging learning atmosphere so that students do not easily become bored during the learning process.

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One important component in the learning process is learning media. Learning media serves as a medium for conveying learning messages from teachers to students, ensuring that the material is received more clearly and systematically. The presence of media helps clarify the information conveyed and reduces the possibility of misunderstandings during the learning process. Furthermore, media can create a more engaging

learning environment, preventing students from becoming bored easily during the lesson.

Drama texts have a structure and building blocks that students need to understand. These elements include theme, plot, characters and characterization, setting, and moral message, all of which are part of the text's content. Furthermore, linguistic aspects such as the use of dialogue, word choice, and sentence structure are also considered. Therefore, in grade 11 of high school, students are required to analyze the content and language of drama texts as part of the learning outcomes.

Drama text material is complex because it requires understanding not only the explicit but also the implicit. Students need to understand the meaning contained in the dialogue, the relationships between events, the character traits, and the conflicts that occur in the story. This complexity indicates that teaching drama texts requires an appropriate approach to ensure students' comprehensive understanding of the text.

Based on initial observations conducted by researchers through interviews with 11th-grade Indonesian language teachers at SMA Negeri 1 Tilango, it was discovered that teaching drama texts requires the use of learning media. This is because analyzing the content and language of drama texts is quite difficult to explain verbally, and students often struggle to understand the material when using only textbooks. Therefore, learning needs to be supported by media to help students understand the material more effectively.

Teachers utilize various types of learning media. These include visual, audiovisual, and multimedia. During the learning process, these media are utilized through the screening of drama video clips so students can directly observe the story's events, understand the characters, and understand the language used in the dialogue.

In addition to using videos, teachers also independently create learning media in the form of cards containing fragments of drama texts. These media are called Content and Language Rule Review Cards (KARTIKA). These cards are used to enable students to learn more actively and more



easily identify elements of content and language within drama texts. During the evaluation phase, teachers also utilize technology-based media, namely the Mentimeter website, to determine students' understanding of the material they have learned.

However, the use of media in learning is not always without obstacles. In practice, teachers also encounter several conditions that can support or hinder media use, such as the availability of facilities and infrastructure and student readiness to participate in learning. These conditions can influence the success of media utilization in learning to analyze the content and language of drama texts.

Based on this description, this study was conducted to obtain a clearer picture of media utilization in learning to analyze the content and language of drama texts for eleventh-grade students at State Senior High School 1 Tilango. This study focuses on the importance of utilizing learning media in the learning process of analyzing the content and language of drama texts in eleventh-grade students at State Senior High School 1 Tilango. Learning drama texts requires media that can help students understand the content elements, character traits, plot, and linguistic aspects of drama dialogue. Therefore, this study focuses on how teachers design learning media that are appropriate to the material and students' needs, and how these media are utilized in learning activities.

The focus of this research is: Based on the focus of the problem above, the focus of the problem described in this research is (a) How is the media design used by teachers in learning to analyze the content and language of drama texts for class XI of SMA Negeri 1 Tilango (b) How is the utilization of media used by teachers in learning to analyze the content and language of drama texts for class XI of SMA Negeri 1 Tilango (c) What are the inhibiting and supporting factors for the use of media in learning to analyze the content and language of drama texts for class XI of SMA Negeri 1 Tilango (d) What are the solutions to the

obstacles to the use of media in learning to analyze the content and language of drama texts for class XI of SMA Negeri 1 Tilango.

Learning media is anything that can convey messages, can stimulate the thoughts, feelings and security of students, so that it can encourage the creation of processes in themselves. Arsyad (2017: 3), states that learning media is anything that can be used and utilized in the learning process to convey messages or materials to students so that it can stimulate the thoughts, feelings, attention, and interests of students in the learning process. Andriani (2019) states that the teaching and learning process can be effective if supported by essential components, such as media.

Meanwhile, Kustandi & Darmawan (2020) explain that learning media are tools that can assist the learning process and function to convey information clearly so that learning objectives can be achieved effectively. Therefore, the appropriate use of media is crucial for creating an effective and efficient learning experience.

Shoffa et al. (2021) state that learning media are a crucial factor in improving the quality of learning. This is due to technological developments in education, which require efficiency and effectiveness in learning to achieve optimal levels of effectiveness and efficiency. Hamka (2018:285) states that learning media help students become more engaged and understand the material presented more quickly. This means that the existence of learning media aims to create a more lively and interactive learning experience and facilitate conceptual understanding.

Learning media come in various forms and types. According to Anshar (2012), Septyanty et al. (2021), learning media is divided into 4 types, namely (a) Visual Media (b) Audio Media (c) Audio Visual Media (d) Multimedia. Meanwhile, according to Ahmadýgol (2016) choosing appropriate learning media is a key step in designing effective learning.

Sudjana & Rivai (2007) state that learning media has various functions. Several important points can be emphasized, including:

- 1) Learning media not only serves as a supplement, but also plays a crucial role as a tool to create a maximum learning atmosphere.
- 2) As a primary element in the learning system, educational media must be synergistically integrated with other learning components to effectively achieve educational objectives.
- 3) The use of learning media must be tailored to the desired objectives and teaching materials. Therefore, media selection must consider their suitability for both learning objectives and content.
- 4) Learning media aims to support the educational process, not merely as a means of entertainment. Therefore, their use must be focused on achieving learning objectives, not merely attracting student interest.
- 5) One of the main benefits of learning media is that it can accelerate the learning process, enabling students to understand the material more quickly and effectively.
- 6) Learning media plays a role in improving the quality of learning, where knowledge acquired through media is more embedded and long-lasting in students' memories. Based on the explanation,

METHOD

The research location was at State Senior High School 1 Tilango, located on Jl. Rajawadi Palapa, Ilotidea Village, Tilango District, with the postal code 96181. State Senior High School 1 Tilango is one of the senior high schools in Gorontalo Regency.

This research employed a qualitative approach. This approach was chosen because it focuses on the learning process in natural settings. According to Sugiyono (2009), Razak (2017), Fraenkel et al. (2012), qualitative research is a research method used to examine objects that occur naturally.

The type of research used in this study was descriptive. Descriptive research aims to systematically and factually describe the subject being studied. According to Moleong (2013), descriptive research is a method that depicts actual conditions.

Data collection in this study was systematically designed using three main techniques: documentation, observation, and interviews. These three techniques were combined through a triangulation approach to obtain comprehensive and valid data regarding the use of media in teaching drama text analysis.

In this study, data analysis for research focuses (a), (b), (c), and (d) was conducted following the analysis method proposed by Miles & Huberman (1992). This analysis process consists of three steps: data reduction, data presentation, and drawing conclusions/verification. The following is a more detailed explanation of these three steps: (a) Data Reduction (b) Data Presentation (c) Conclusions/Verification.

RESULTS

1. Media Design Used by Teachers in Learning to Analyze the Content and Language of Drama Texts

The research results were obtained using an observation sheet instrument on the teacher's learning media design process in analyzing the content and language of drama texts. Observations were conducted to determine how the teacher designed the learning media before using it in class. Observation data were analyzed based on several aspects, starting with the preparation of lesson plans (RPP), media design in accordance with learning objectives, media design considering material characteristics, media design considering student characteristics, and media readiness before use.

The following are several media designs used by teachers in learning to analyze the content and language of drama texts as follows:

a. Media PowerPoint. The PowerPoint presentation was designed by teachers to help students understand the content and language analysis of drama texts in a gradual and systematic manner throughout the learning process. The presentation of the material on each slide is structured to facilitate students' understanding of the basic concepts of drama texts, their elements, and their linguistic rules.



Figure 1
PowerPoint Media Design

Information:

1. The teacher prepares learning materials about drama texts.
2. The teacher arranges the slides systematically.
3. The teacher adapts the slide content to the learning objectives.
4. The teacher designs the slides to be clear and interesting.

The teacher designed a PowerPoint presentation that presented the material in stages, starting with the learning topic, learning objectives, the definition of drama text, elements of drama, and the linguistic rules of drama text. The presentation of the material was systematic so that students could more easily understand the content. Furthermore, the slides were kept simple, clear, and engaging, allowing students to focus on the material being presented.

b. Media Video Drama. Teachers designed audiovisual media in the form of drama videos to help students understand the elements of drama more concretely through visual and audio displays during the learning process. Drama videos are used as direct examples so students can see the application of drama elements and language rules in real-life settings.



Figure 2
Drama Video Design

Information:

1. The teacher selects a drama video that is appropriate to the learning material.
2. The teacher ensures that the video contains drama elements such as characters, plot, setting, dialogue and message.
3. The teacher adjusts the duration and content of the video to the allocated learning time.
4. The teacher prepares supporting equipment such as a laptop, projector, and speakers to support video screening.

The teacher chose the drama video “Ethics to Teachers” because it aligns with the drama text learning material. The video directly displays elements of drama, such as characters, plot, setting, conflict, dialogue, and moral, so students can understand the drama’s content more clearly. Furthermore, the video also includes moral values

about the importance of maintaining good manners toward teachers, which are relevant to students' lives.

c. Media Mentimeter. Mentimeter was designed by teachers to create more interactive learning and actively engage students by providing direct answers during the learning process. Using Mentimeter helps students be more active in providing opinions and analysis of the material being studied.

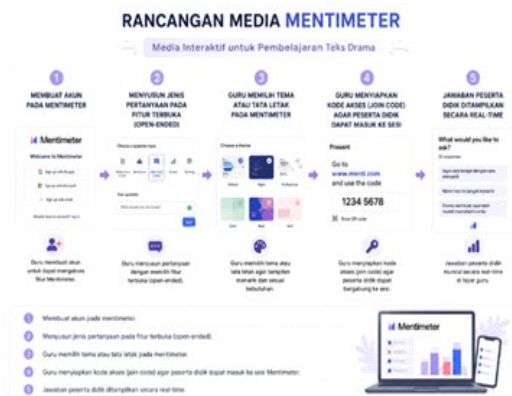


Figure 3
Mentimeter Design

Information:

1. The teacher creates an account on Mentimeter.
2. The teacher compiles the types of questions in the open-ended feature.
3. The teacher chooses a theme or layout on Mentimeter.
4. The teacher prepares an access code (join code) so that students can enter the Mentimeter session.
5. Student answers are displayed in real-time.

The development of the argumentative writThe teacher uses the open-ended feature on Mentimeter so that students can freely provide answers and opinions based on their understanding of the content and language of the drama text. The questions are tailored to the

learning material, allowing students to analyze elements of drama, such as characters, plot, setting, theme, and moral, as well as recognize the linguistic rules in the drama text.

d. Media Kartu KARTIKA. Below is the design of the KARTIKA cards used by the teacher in the lesson. The teacher designed four KARTIKA cards, each containing a fragment of drama dialogue with different content. The different content on each card was designed to allow students to analyze the content and linguistic rules of each fragment of drama dialogue in more depth during the learning process. The design is as follows:



Figure 4
KARTIKA Card Media Design

Keterangan:

1. The teacher prepares several cards to be used as learning media.
2. The teacher arranges cards called KARTIKA, containing excerpts of dialogue from the drama text.
3. The teacher determines the aspects to be analyzed, such as content elements and linguistic rules.
4. The teacher designs the cards to be simple, clear, and easy for students to understand.
5. The teacher adjusts the number of cards to the needs of the study group. The following is an explanation:



The teacher designed each KARTIKA card with different dialogue content so that students could understand the elements of drama and language rules in a more varied way. The dialogues on the cards cover various everyday life situations, such as discipline at school, parent-child relationships, and decision-making.

Based on the observation results, it can be concluded that the teacher designed learning media in a planned manner in accordance with the learning objectives of analyzing the content and language of drama texts. The media used included PowerPoint, KARTIKA cards, drama videos, and Mentimeter.

PowerPoint is used to present the material systematically, KARTIKA cards to assist with dialogue analysis, drama videos to concretely demonstrate dramatic elements, and Mentimeter to create more interactive learning. Thus, all of these media help students understand the content and language of the drama text more easily and engagingly.

2. Utilization of Media Used by Teachers in Learning to Analyze the Content and Language of Drama Texts

2.1 PowerPoint

Teachers utilize PowerPoint as the primary medium to organize the learning process from beginning to end. They highlight key points, provide examples of content and language, and provide step-by-step explanations to help students understand concepts coherently. Furthermore, they use slides to emphasize key points, provide analytical examples, and guide class discussions, ensuring a more focused and less monotonous learning experience.

2.2 Drama Videos

Teachers use drama videos to provide students with a firsthand experience. They direct students to observe the elements of drama directly from the video, then guide them in identifying characters, plot, and conflict.

2.3 Mentimeter

Teachers use Mentimeter to increase student engagement during learning. Teachers pose questions in real time, and students answer using their devices. The answers are displayed immediately, allowing teachers to gauge students' understanding. This tool is also used to stimulate discussion, gather opinions, and evaluate understanding quickly and interactively.

2.4 KARTIKA Card

Teachers use KARTIKA cards as a medium for activity-based practice. They divide students into groups and then distribute cards containing dialogue fragments for analysis. They guide the discussion, direct students in identifying content and linguistic elements, and facilitate presentations of group work. This medium helps foster collaboration, analytical skills, and active student engagement in learning.

3. Utilization of Media Used by Teachers in Learning to Analyze the Content and Language of Drama Texts

Field research results indicate that these inhibiting factors are evident in (a) students' lack of concentration during learning, and (b) limited internet access. Both factors impact the smoothness and effectiveness of the use of learning media in the classroom.

a. Lack of Student Concentration During Learning

The first inhibiting factor was identified based on interviews with teachers. The interviews revealed that student concentration is a barrier to the use of learning media. This is particularly evident when learning utilizes mobile phones as a supporting medium. During implementation, some students still lack focus on the material presented because their attention is diverted to other activities outside of learning.

b. Limited Internet Access

The second inhibiting factor identified based on student interviews is limited internet access. This obstacle arises because not all students

have sufficient internet data or a stable network connection during learning. This situation causes some students to experience difficulty accessing digital-based learning media, particularly Mentimeter.

4. Supporting Factors for the Use of Media in Learning to Analyze the Content and Language of Drama Texts

Field research results indicate that these supporting factors are reflected in (a) student readiness to participate in learning, (b) support from school facilities and infrastructure, and (c) teacher readiness to use learning media. These three factors mutually support each other in creating a more effective and focused learning process.

a. Student Readiness to Participate in Learning

The first supporting factor identified based on interviews with teachers was student readiness to participate in learning. Student readiness is a crucial aspect because it influences the overall smoothness of the learning process. During the learning process, students demonstrated readiness to participate in each stage of the activities designed by the teacher, whether using PowerPoint presentations or video clips.

b. Support from Facilities and Infrastructure

The second supporting factor identified based on interviews with teachers was support from school facilities and infrastructure. The availability of school facilities is a crucial aspect in supporting the use of learning media, as it facilitates teachers in delivering material more effectively. This support allows teachers to optimally utilize learning media during the learning process.

Teachers explained that the school has provided supporting facilities, such as projectors, for use during the learning process. These facilities help teachers visually display learning videos, presentations, and examples of drama texts to students.

These include learning materials from YouTube, Mentimeter on mobile phones, and learning cards created independently by teachers.

Teachers explained that students tend to be able to adapt to the various media used during learning. They can follow teacher directions, pay attention to the material presented, and participate in learning activities according to instructions. This readiness helps create a more focused learning environment and supports the smooth use of various learning media.

DISCUSSION

Media Design Used by Teachers in Learning to Analyze the Content and Language of Drama Texts

Based on the observation results, the design of learning media in learning to analyze the content and language of drama texts in class XI of SMA Negeri 1 Tilango was carried out in a planned manner through the preparation of lesson plans, adjustments to the media with learning objectives, material characteristics, student characteristics, and media readiness before use. This finding is in accordance with the opinion of Azhar Arsyad who stated that media design needs to consider learning objectives, materials, students, and media readiness so that learning takes place effectively.

The research results show that teachers develop lesson plans (RPP) before the lesson begins. In the RPP, teachers design learning objectives, materials, learning steps, and media such as PowerPoint presentations, video dramas, Mentimeter, and KARTIKA cards. This indicates that learning media are prepared from the initial stages of the lesson.

The suitability of media to learning objectives is evident in the use of PowerPoint and KARTIKA cards. PowerPoint is used to systematically present material, starting from the definition, elements, and linguistic rules of the drama text. Meanwhile, KARTIKA cards are used to help students analyze the content and language of the drama text through various dialogue fragments. This finding aligns



with Sudjana and Rivai's opinion that learning media is used to support the achievement of learning objectives.

Consideration of material characteristics is evident in the use of drama videos, which present elements of drama such as characters, plot, dialogue, conflict, and moral messages concretely through visuals and audio. The use of videos helps students understand the material in a more concrete and contextual way. This finding aligns with Anshar's opinion that audiovisual media helps students understand material more concretely.

Furthermore, teachers also consider student characteristics through the use of Mentimeter. This tool is used to create more interactive learning through its open-ended features, allowing students to provide answers and opinions directly. Using Mentimeter helps increase student participation throughout the learning process.

The research results also showed that teachers prepared all learning media before the lesson began. PowerPoint presentations, drama videos, Mentimeter, and KARTIKA cards were prepared to ensure a more effective and focused learning process. Therefore, it can be concluded that the learning media used by teachers were systematically designed and mutually supportive, helping students understand the content and language of the drama text more easily, engagingly, and interactively.

Utilization of Media Used by Teachers in Learning to Analyze the Content and Language of Drama Texts

Based on the observation results, the use of media in learning to analyze the content and language of drama texts in class XI of SMA Negeri 1 Tilango includes the use of media in the learning process and student involvement during the learning process. This finding is in accordance with the opinion of Susilana and Riyana who stated that learning media is not only used as a tool to deliver material, but also to encourage student activeness in learning.

Teachers utilize various learning media such as PowerPoint, drama videos from YouTube, Mentimeter, and drama text cards in a planned manner at each stage of the learning process. PowerPoint is used to present material systematically, making it easier for students to understand the learning content. Drama videos are used to provide concrete examples of the elements of drama through visuals and audio. Furthermore, Mentimeter is used as an interactive medium so that students can provide answers and opinions directly during the learning process. In the evaluation stage, teachers use drama text cards to help students analyze the content elements and linguistic rules of drama texts.

Observations also showed that students were actively involved during the use of learning media. This involvement was evident through students' attention when listening to the material, their activeness in answering questions using Mentimeter, and their participation in group discussions using drama text cards. These findings indicate that the use of varied and interactive media can increase students' attention, participation, and understanding during the learning process. Thus, the use of learning media by teachers helps create more engaging, interactive, and effective learning in helping students understand the content and language of drama texts.

Inhibiting and Supporting Factors in the Use of Media Used by Teachers in Learning to Analyze the Content and Language of Drama Texts

Ahmadýgol (2016), Doda & Achmad (2025) explains that the selection of learning media requires consideration of availability and accessibility. Media requiring an internet connection must be tailored to the learning environment and students' ability to access it. If the internet connection is inadequate, the use of digital media can hinder the learning process.

Astriani (2018) also emphasizes that media availability is a crucial principle in selecting learning media. The media selected must be optimally utilized according to the school's and students' conditions. Therefore, teachers need to consider alternative media that are more flexible and can be used without complete dependence on the internet to ensure effective learning.

Based on the research results, factors inhibiting the use of learning media in analyzing the content and language of drama texts in grade XI of SMA Negeri 1 Tilango include lack of student concentration, limited internet access, and students' lack of habit in using digital media. These three factors influence the smoothness and effectiveness of media use in learning.

Solutions to Obstacles to the Use of Media Used by Teachers in Learning to Analyze the Content and Language of Drama Text

These findings relate to Astriani's (2018), Zazuli et al. (2023), Widiastuti et al. (2023), principle of media usability, which states that learning media should be easy for students to understand and use. Teacher guidance helps students gradually understand media usage so that they can utilize it optimally.

In addition to teacher-provided solutions, researchers believe that familiarizing students with digital media needs to be done gradually and continuously. Teachers can introduce digital media repeatedly over several sessions to help students become more familiar with its use.

This familiarization is important because students need time to adjust to new media. The more frequently media is used, the more confident students will be and the easier it will be to follow technology-based learning.

Based on the overall discussion, it is clear that each obstacle has a different solution, both from teachers and researchers. The teacher's solution focuses on supervision, learning flexibility, and student mentoring, while the researcher's solution

emphasizes managing access to digital devices, providing alternative media, and familiarizing students with digital media use. Thus, the use of learning media can continue effectively despite various obstacles in its implementation.

CONCLUSION

Based on the research results and discussions presented, it can be concluded that the use of media in learning to analyze the content and language of drama texts in class XI of SMA Negeri 1 Tilango has been carried out in a planned manner and supports the learning process. Learning media is used as a means to help students understand the drama text material through a more interesting, interactive, and easy-to-understand presentation. The use of media also has a positive impact on student engagement in learning, although in its implementation there are still several obstacles that require specific solutions.

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