



Improving the Ability to Write Anecdotal Texts Using Stand Up Comedy Videos for Grade X Students of SMKN 12 Malang

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Abstract. Writing skills are one of the basic skills that help learners to develop critical and creative thinking. Writing anecdotal text, for example, can train learners to think creatively in determining the pattern of ideas in a humorous manner as well as inserting critical ideas. However, in writing anecdote texts there are still many learners who have difficulty (i) determining the theme, (ii) conveying ideas as a whole so that they tend to only provide humorous elements without any criticism, (iii) mastering the right anecdote text structure. The purpose of the study is to explore the application of a single comedy video media in an effort to improve students' ability to write anecdote texts. A single comedy video was chosen because it is able to present elements of humour as well as satire, so that it can make it easier for learners to understand the structure and content of the text. The research design was a classroom action research (PTK) with two cycles. Each cycle involved planning, action, observation, and evaluation. Data were collected through observation, interview, and text writing ability test. The source of the data was the students of class X Automotive of SMKN 12 Malang. The results of this study indicate that the anecdotal text writing skills of SMKN 12 Malang students after using a single comedy video media have increased. It can be seen from the average results of writing anecdotal text in cycle I was 74.37% and the average in cycle II was 86.31%. It can be concluded that a single comedy video media can improve students' anecdote text writing ability.

Keywords: Anecdotal Texts, Stand-Up Comedy Videos, Action Research

1. Introduction

In the learning process, language skills are one of the basic abilities that students need to support the learning process. On the other hand, these skills also help them express ideas and ideas in a more structured manner. Language skills have four components, namely speaking, listening, reading and writing skills. Of the four components, writing is one of the language skills that need to be mastered (Gumelar & Mulyati, 2018). In the context of education, writing skills have an important role in helping students to express ideas in writing.

Writing is used to convey information without having to go through conversation or direct interaction, but through writing. Writing ability is one of the skills that is quite

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difficult, and many people do not really like it (Triyani et al, 2018). The statement is further clarified by (Firmansyah & Firmansyah, 2018) that writing skills must be developed and refined through consistent and regular practice and practice, not obtained in a short time. Writing can help people discover their own abilities by actively pouring ideas and thoughts into a writing, which increases knowledge and insight and encourages students to be brave and creative (Zulfika, 2019). (Zulfika, 2019). Therefore, mastery of this writing skill is an important indicator in achieving learning objectives, especially in Indonesian language learning. Because in this learning there are still many students who have difficulty in writing, especially when determining themes and conveying ideas as a whole.

Anecdotal text is one of the materials available to grade X students. An anecdotal text is a funny story whose purpose is to criticise or convey satire on a phenomenon. However, anecdotal text also offers more than just humour or entertaining things. However, this humorous story has other functions, such as conveying lessons to readers through the messages in the story (Kosasih, 2014, p. 2). Since anecdotal texts are humorous, students find them more fun to learn (Firmansyah & Firmansyah, 2018). However, writing anecdotal texts is often considered difficult by students because it requires critical and creative thinking skills. The lack of student interest in writing anecdote texts is caused by low awareness of the use of Indonesian language that is not good, suboptimal teacher performance, and ineffective learning methods and techniques. As a result, students feel burdened, lack enthusiasm, and lack of writing practice (Triyani et al, 2018). The main factors that cause difficulties in writing are the lack of understanding of text structure and low interest in writing. Not only that, other things to consider include conventional learning methods that often make students less interested in developing their writing skills. Therefore, innovation is needed in learning to write that is not only able to attract students' attention, but also relates to their daily lives.

An effective learning media to improve the ability to write anecdotal texts is a single comedy video. A solo comedy is a comedy performance in which a comedian (single comedian) speaks in front of the audience with the aim of entertaining through funny stories. This single comedy is usually delivered in the form of a monologue and raises the theme of everyday life, personal experience, or social criticism. The statement is in line with the opinion (Saputra et al, 2015) that a single comedy is a monologue delivered with the aim of revealing hidden things or to provide satire. It can be concluded that single comedy videos are not only entertaining, but also contain social criticism presented in a humorous way, so as to encourage students to write anecdotal texts more creatively.

Research on the ability to write anecdotal texts has been conducted by Sudarman & M.Ali (2020) with the title "Ability to Write Anecdotal Texts Using Image Media by Class X Students of SMK Swasta YPIS Maju Binjai in the 2019/2020 school year". The results of this study indicate an increase in student learning outcomes from the first cycle to the second cycle, it can also be concluded that the use of caricatures as learning media can improve students' anecdotal text writing skills and the use of caricatures can be an effective alternative in learning Indonesian. Another study on stand-up comedy videos as a medium for learning anecdotal texts by Aditya P (2022) entitled "Stand Up

Comedy Video Media as an Alternative Learning for Writing Anecdotal Texts for Class X Students" discusses the structure of stand-up comedy video media as a medium for learning anecdotal texts and how alternative stand-up comedy video learning media as a medium for learning to write anecdotal texts. The results of this study indicate that stand-up comedy videos can be used as learning media if they are in accordance with the structure of anecdote text.

This research certainly has a difference with other studies, namely exploring the application of a single comedy video media in an effort to improve students' ability to write anecdotal texts, especially how this media can overcome students' obstacles in difficulty determining themes, conveying ideas as a whole, and understanding the structure of anecdotal text in depth. Based on the background that has been described, the problem obtained by the researcher is how to improve the ability to write anecdotal text using a single comedy video.

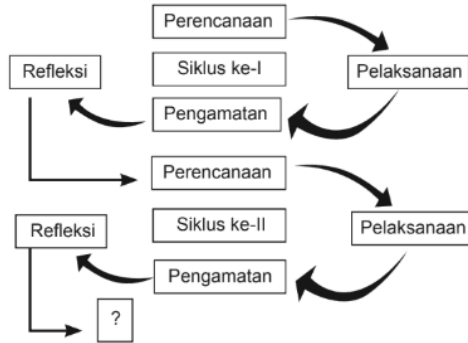
2. Method

The research method used is a type of classroom action research (PTK). One of the problem-solving methods that utilises real activities and the process of honing skills in finding and solving problems is classroom action research (Susilo et al, 2022). Researchers use this type of research because they can see how the use of single comedy video content can improve students' capacity in producing anecdote texts, including the learning process and outcomes. According to Saputra (2021, p. 1) states that Classroom Action Research (PTK) which is focused on the classroom or the learning process that takes place in the classroom aims to improve or improve the quality of learning.

It can be said that the purpose of conducting Classroom Action Research (CAR) is for the effectiveness of teaching strategies, student tasks, evaluation, and so on (Arikunto, 2014). Classroom action research is very important for teachers to carry out because it allows them to overcome learning problems and improve educational standards in Indonesia (Azizah & Fatamorgana, 2021). This type of research is used because it allows researchers to see how the ability to write anecdotal text which includes the process and results of learning after using a single comedy video.

Based on the research design using the Kemmis and Mc Taggart model of classroom action research, the research procedure was carried out in two cycles, with pre-cycle activities before starting the first cycle. This pre-cycle action was used to explore the classroom situation, issues and challenges experienced by students. The results obtained in cycle I were used to plan cycle II. The PTK procedure can be seen from the cycle picture as follows activities before starting the first cycle. This pre-cycle action was used to explore the classroom situation, issues and challenges experienced by

students. The results obtained in cycle I were used to plan cycle II. The PTK procedure can be seen from the cycle picture as follows:



From the picture above, the stages of PTK implementation are as follows.

2.1. Planning Stage

Before conducting Classroom Action Research (PTK), researchers first identified the problems faced by students and planned actions to overcome these problems by preparing a Learning Implementation Plan (RPP) based on the basic competencies that have been determined.

2.2. Implementation Stage

In the implementation stage, the researcher acts as a teacher in the classroom. The Learning Implementation Plan (RPP) that has been prepared by the researcher becomes the basis for learning to be carried out. In the first activity, the teacher said greetings, prayed, and explained the learning objectives before the learning process took place; in the core activity, the teacher provided anecdotal text material about understanding, structure, and linguistic rules; the teacher and students discussed to examine the structure of one example of anecdotal text; the teacher showed a single comedy video to examine its meaning and structure; and the teacher asked students to write anecdotal text by paying attention to its structure.

This implementation stage is the researcher as a teacher in the classroom. Researchers carry out learning based on lesson plans (RPP) that have been prepared previously by researchers. The steps taken during the implementation stage are in the initial activity, the teacher conveys greetings, prays, and conveys learning objectives; core activities, the teacher conveys anecdotal text material regarding understanding, structure, and linguistic rules, the teacher and students conduct a discussion to analyse the structure of one example of anecdotal text, the teacher shows a single comedy video to analyse its meaning and structure, the teacher asks students to write anecdotal text by paying attention to its structure; the closing activity, students and teachers conclude

the material that has been given, students are given assignments to write anecdotal texts according to their structure, and reflect on the learning that has been given.

2.3. Observation Stage

Observations were made during the learning process to directly observe student activities. This observation uses an observation sheet that has been prepared beforehand. Data was collected using an observation sheet filled in by the observer. The results of this observation will provide an overview of the level of success or failure in the implementation of the action.

2.4. Reflection Stage

This reflection is carried out to see the success or shortcomings of the research plan that has been prepared and the learning media that has been used during the learning process.

The data used is in the form of numbers taken based on student scores before and after the treatment in learning to write anecdotal texts. In addition, questionnaires, results of documentation activities, and observations of student activities are also used to collect data from sources. The source of research data refers to the origin from which the data is obtained. The data sources in this study are students of SMK Negeri 12 Malang, precisely class X Automotive 2 in the 2024/2025 academic year.

Data collection in PTK should not only be done at one time (for example, only conducting tests), but must be throughout the implementation of learning (Febriani et al, 2023). In this research, data collection used by researchers in research at SMK Negeri 12 Malang regarding the ability to write anecdotal texts includes test techniques and non-test techniques which include interviews, observation, and documentation.

After the data is collected, the researcher performs a number of activities called data analysis or processing. The purpose of data analysis is to explore and systematically arrange the data obtained and then analyse it to calculate the success achieved by students in writing with the following formula:

$$Score (x) = \frac{Total\ score\ earned}{Maksimum\ total\ score} \times 100$$

Student evaluations will then be known after the application of the formula. The average value for the class can then be determined to determine the overall learning outcomes of the number of students that occurred in one cycle. The following is the formula used to determine the average.

$$Class\ Everage = \frac{\sum X}{n}$$

$\sum X$ = Total score of all students

n = Number of Students

3. Results and Discussion

This class action research uses learning media in the form of several stand-up comedy videos entitled "Didi: Liburan Kuli Bangunan - SUCI 7" and "Kisah Sekolah Versi Dodit" which has the theme of daily life and education. Based on observations, in using the video media, students tend to focus and not get bored during the learning process. This is in line with the statement (Maudina & Mahsusi, 2024) that in stand-up comedy videos, several stories are delivered in one narrative that has similar structure and humour elements. Therefore, stand-up comedy is considered to be able to help students in composing anecdotal texts.

The stages in conducting Classroom Action Research (PTK) consist of four components, including planning, action, observation, and reflection. These stages are one cycle for the problem-solving process, if the first cycle has not shown an improvement, the research will continue to the second cycle and so on until the researcher feels the results are sufficient (Dwi, 2018). But before doing cycle I, there is a pre-cycle stage to find out the situation in the classroom.

In this pre-cycle, the researcher made observations to document the various problems encountered. This observation is carried out to find out the obstacles or difficulties in students when writing anecdotal texts. After making observations, the researcher who is also the teacher of class X Automotive 2 discusses with the Indonesian language teacher at SMKN 12 Malang to overcome the problems in the class. Students are considered complete if they get a score higher than the Minimum Completeness Criteria (KKM) which is 75. Therefore, the success of students in writing is determined by the scores obtained. The observation results show that students' writing skills in the pre-class phase are still relatively low. This can be seen in the table as follows.

Table 1. Pre-cycle Results

No	Learning Outcome Score Range	Learning Outcome Criteria	Number of Students	Percentage
1	93-100	Very good	0	-
2	84-92	Good	1	3,45%
3	75-83	Simply	5	17,24%
4	<75	Less	23	79,31%
Total			29	100%

Based on the table above, learning outcomes at the pre-cycle stage or before the application of single comedy video learning media are still classified as poor. This shows that the learning process of writing anecdotal text needs to be improved. Based on existing statistics, there is one student with a percentage of 3.45 and five students with a percentage of 17.24% who are able to exceed the Minimum Completion Criteria

(KKM). Meanwhile, as many as 23 students, or 79.31% of the total students did not meet the KKM.

The results of the ability to write anecdotal texts show that the average student score is 64.17 and can be said to be still below the established KKM. With the results described above, it is necessary to have a more efficient learning media, such as utilising a single comedy video to teach students how to write anecdotal texts. The following is a diagram of the results of the completeness of the pre-class stage in writing anecdotal texts.

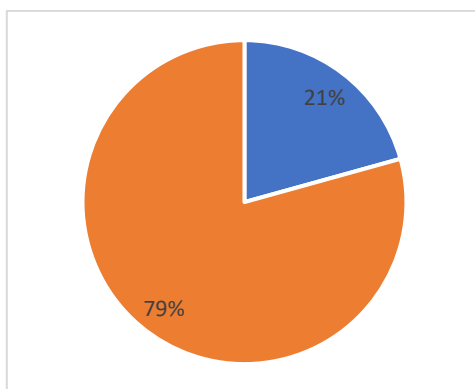


Diagram 1. Results of Student Completion Values

Based on the diagram, out of 29 students in class X Automotive 2 SMKN 12 Malang, only 20.69% were able to fully master learning to write anecdotal texts. Conversely, as many as 79.31% of students have not been completed. This shows that the expected KKM value at the pre-cycle stage has not been achieved or has not met the criteria. Therefore, it is necessary to improve in cycle I with learning media that attracts students' interest in writing. In cycle I, researchers used a single comedy video as a learning medium to help students understand anecdote text writing. The stages of cycle I in class action research are as follows.

3.1. Planning Stage

The planning stage of cycle I was carried out based on the results of pre-cycle observations. In this planning stage, the researcher explains what will be done, the reasons behind the action, the time of implementation, the location, the parties involved, and the methods to be used in implementing the action (Fitriyanti, 2021). Preparations made by researchers include the preparation of teaching modules or lesson plans (RPP). In the planning stage, cycle I was carried out for 3 x 40 minutes and adjusted the material to be given to students, including the meaning, structure, and linguistic rules of anecdotal text. In delivering the material, the teacher only delivered the material directly with the help of powerpoint media in explaining the material. The initial activity of the teacher and students discuss to analyse the example of anecdotal text that has been given by the teacher. After that, the teacher shows one of the single comedy

videos then students are given individual assignments to write anecdotal texts based on their structure. The use of this media can create a more active and fun learning atmosphere, so that it can reduce the boredom felt by students. In line with the statement of Andyani et al (2017) that the use of audio-visual media makes students show higher interest in learning compared to learning that only uses conventional methods.

3.2. Action Stage

The action stage is carried out by researchers to fix problems (Susilowati, 2018). This action stage is carried out simultaneously with observation activities. The teacher takes action while observing what happens in the classroom. After the action and observation were carried out, various research data were obtained (Agung & Fattah, 2019). The implementation of the action in cycle I was carried out on Monday, 9 September 2024 in class X Automotive 2 SMKN 12 Malang. Learning takes place for 3 hours of learning, with each hour taking 40 minutes. Activities carried out during cycle I learning, namely Learning starts at 07.30 to 09.30. The teacher enters the class by greeting students, then conducts attendance to determine student attendance. The teacher started the lesson with a sparking question "Does anyone know what material we will learn today? Today's material contains a funny story in which there are elements of criticism / insinuation". From this question, students answered with a variety of answers. Next, the teacher presents the anecdotal text material regarding the meaning, structure, and linguistic rules. The teacher and students have a discussion to analyse examples of anecdotal text based on its structure. Then the teacher shows one of the solo comedy videos performed by Dodit with a duration of approximately 7 minutes with the title "Didi: The Building Coolie's Holiday". The teacher gives a little explanation about the implied meaning and structure of the anecdote text in the video. Then the teacher gives an individual task to write an anecdote text based on its structure. However, most students still looked confused and had difficulty when determining the theme and title. During the video presentation, students were also unfocussed and sleepy. When the lesson was over, the teacher assessed the students' worksheets.

3.3. Observation Stage

Observation is the process of observation (data collection) which aims to evaluate the extent to which the impact of the action has achieved the desired goals (Dwi, 2018). In the learning process of cycle I, there were 26 students who became research samples. When the learning process takes place, student involvement in doing the task has begun to appear. Some students can complete their assignments well and on time. On the other hand, some other students did not seem to follow the learning process well and instead focused on themselves. Based on these observations, the main factors that cause low writing skills in students are the lack of writing experience and conventional learning methods. Because in general, teacher delivery tends to be monotonous and lecture (Aryadillah & Fitriansyah, 2017). So it is necessary to apply varied learning media to increase student interest. However, the media that has been used in the action stage is still insufficient to improve students' ability to write anecdotal texts. Because the single

comedy video shown has a long duration and the content in the video is less interesting, making students quickly bored with the video.

3.4. Reflection Stage

The reflection stage is the last stage in Classroom Action Research (PTK). Reflection in each cycle is important to provide feedback and evaluation to the teacher regarding the weaknesses and strengths that arise during the learning process (Budiyanti et al, 2023). Based on the results of learning activities in cycle I, there are some things that are quite good and there are some things that need to be improved so that learning in the next cycle is more optimal. These include, among others, improving the quality of learning media that is more varied and interesting for students, using videos that are shorter in duration, connecting material with everyday life so that students more easily understand the material and feel that learning is useful for students' lives. In addition, teachers must be able to condition students' readiness before starting the learning process.

Table 2. The following is a table of cycle I results in the ability to write anecdotal texts.

No	Learning Outcome Score Range	Learning Outcome Criteria	Number of Students	Percentage
1	93-100	Very good	0	-
2	84-92	Good	5	17,24%
3	75-83	Simply	12	41,38%
4	<75	Less	12	41,4%
Total			29	100%

Based on the table above, the learning outcomes in cycle I have improved from the previous stage. However, in cycle I, the ability to write anecdotal texts was still classified as sufficient. This shows that the learning process of writing anecdotal text needs to be further improved to get good results. Based on existing statistics, there are five students with a percentage of 17.24% and 12 students with a percentage of 41.38% who are able to exceed the Minimum Completion Criteria (KKM). Meanwhile, as many as 12 students or 41.4% of the total students did not meet the KKM.

The results of the ability to write anecdotal texts show that the average student score is 74.37 and can be said to be still below the established KKM. The following is a diagram of the results of completeness in writing anecdotal text.

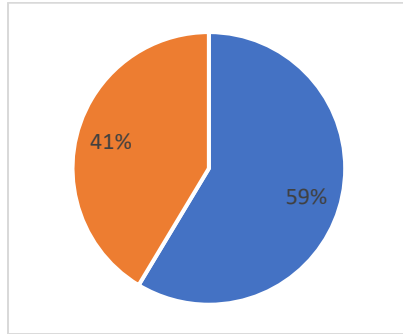


Diagram 2. Results of Student Completion Score

Based on the diagram, out of 29 students in class X Automotive 2 SMKN 12 Malang, only 58.6% were able to fully master learning to write anecdotal texts. Conversely, as many as 41.4% of students have not been completed. This shows that the expected KKM value in cycle I has not been achieved or has not met the criteria. With the results described above, it is necessary to make improvements in cycle II with the following stages.

3.5. Planning Stage

Based on the results of the implementation of actions in Cycle I, it can be seen that the ability to write anecdotal texts is still relatively low. This is because the learning process has not been carried out optimally by both teachers and students. Therefore, teachers and researchers designed corrective measures to continue to Cycle II. Based on the results of the implementation of the actions in cycle I, the researcher realised that some students had difficulty in writing anecdotal texts appropriately because some students were not too focused on watching a single comedy video because the long duration made the class situation not conducive. Judging from the results of the assignments that have been given, there are still some students who are confused in determining the theme, conveying ideas as a whole so that they tend to only provide funny elements without criticism, and lack of mastering the right anecdote text structure. There are even some students who still tend to have similarities with their friends.

Based on this, researchers as well as teachers of class X Automotive 2 will make improvements in cycle II by selecting videos that have a duration that is not so long and the contents of the story are easily understood by students.

3.6. Action Stage

The implementation stage of the action in cycle II was not much different from cycle I. However, in cycle II using a single comedy video with the title "Dodit's Version of School Story" which has an educational theme with a duration of approximately 3 minutes. In showing the video, students were more focused in paying attention to the

video. Then students and teachers discussed analysing the content and structure of the video. After that, students are asked to create an anecdotal text again based on the criteria for writing completeness. When the learning hour ends, the teacher and students discuss the conclusion of the learning material and close the learning with greetings.

3.7. Observation Stage

This stage of observation or observation includes the impact of actions on the course of the learning process (successful implementation) as well as the final results of learning (product success) (Arisma et al, 2023). The observation stage in cycle II, the research focused on improving the ability to write anecdotal texts after improvements were made from the evaluation results in Cycle I. The learning process took place using the same learning media, but in cycle II the researcher provided a shorter video to make it easier for students to understand the content in the video. Observations were made by other research teachers to see the development of students' understanding of the material.

Based on the observation results in cycle II, there was a significant increase in student participation during the learning process. In cycle II, students were able to compose anecdotal text structures more coherently with the theme that had been determined compared to Cycle I. The results of this observation also showed that most students were able to develop anecdotal texts using more complex themes and were able to adjust to the desired context. Although there are still some students who still need guidance in developing story ideas, students' writing skills show an improvement that is classified as quite good. Some students who previously seemed to have difficulties in writing anecdotal texts.

3.8. Reflection Stage

In the reflection stage of Cycle II, the results of the action showed a significant improvement in students' anecdotal text writing skills compared to the previous cycle. Students were able to convey ideas as a whole and master the structure of anecdote text appropriately. The problems that occurred in cycle I can be overcome through more in-depth guidance and providing videos examples that are easily understood by students in Cycle II.

Table 3. The following is a table of cycle II results in the ability to write anecdotal texts

No	Learning Outcome Score Range	Learning Outcome Criteria	Number of Students	Percentage
1	93-100	Very good	7	24,14%
2	84-92	Good	15	51,72%
3	75-83	Simply	7	24,1%
4	<75	Less	0	-
Total			29	100%

Based on the table above, the learning outcomes at the cycle II stage in the application of single comedy video learning media are classified as good. This shows that the learning process of writing anecdotal texts has improved significantly. Based on the statistics, there were seven students with a percentage of 24.14%, fifteen students with a percentage of 51.72% and seven students with a percentage of 24.1% who were able to exceed the Minimum Completion Criteria. Meanwhile, there were no students who did not meet the criteria for writing anecdotal texts.

The results of the ability to write anecdotal texts show that the average student score is 86.31 and can be said to have exceeded the Minimum Completion Criteria. The following is a diagram of the results of completeness in writing anecdotal text.

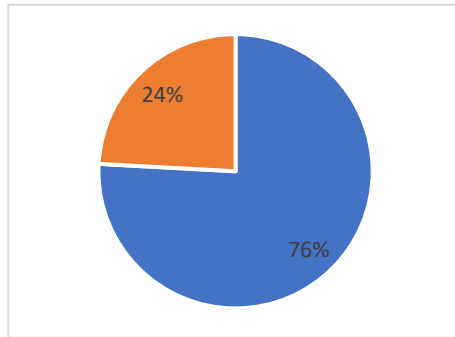


Diagram 3. Results of Student Completion Score

Based on this diagram, there is a rapid increase from pre-cycle and cycle I. A total of 29 students in class X Automotive 2 SMKN 12 Malang, 76% were able to master writing skills in learning to write anecdotal texts. Conversely, there are still 24% of students who have not been completed.

4. Conclusion

Based on the results of the study, it can be said that the use of one humour video in making anecdotal text has an effect on student learning outcomes. In addition, the results of cycle I showed that the average value of student learning outcomes was 74.37 with categories: sufficient, less than 41.4%, sufficient 41.38%, good 17.24%, and very good 0%. Based on the percentage results, the average score of 74.37 is still below the predetermined KKM of 75, this shows that the quality of student learning outcomes in cycle I is still not good. From the percentage results, it can be concluded that the degree of student learning outcomes is quite good. In addition, the average value of the results of cycle II was 86.31 which included the percentage of students' Indonesian learning outcomes that fell into the categories: 0% poor, 24.1% fair, 51.72% good, and 24.14% excellent. Based on the percentage results, the average score of 86.31 is already at the set KKM (75), which shows that the level of student learning outcomes in cycle II is

good and has improved. In Indonesian language learning, students' average learning outcomes have increased with the use of single comedy video content, especially on the material of writing anecdotes. In addition, students' learning outcomes are also more comprehensive when watching a single comedy video.

In choosing a single comedy video in learning anecdotal text, it is also very necessary to pay attention, because not all videos are suitable for anecdotal text material. Videos used in learning should have elements of humour and criticism that do not contain racism, video duration is not too long so that students can focus on the message conveyed, and videos that have a connection with everyday life so that students are able to relate them to their own experiences.

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