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## Development of Anecdotal Text Writing Module Assisted by Stand-Up Comedy for Grade X Students of Madrasah Aliyah

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### ABSTRACT

This study aims to develop a Stand-Up Comedy-based module for teaching anecdotal writing to 10th-grade Madrasah Aliyah students. Writing anecdotal texts requires critical and creative thinking skills; therefore, engaging, contextual, and relevant learning media are needed. This research employed a Research and Development (R&D) design using the ADDIE model through quantitative and qualitative approaches. Quantitative data were obtained from pretests and posttests in control and experimental classes, while qualitative data were collected through interviews with students and teachers. The needs analysis revealed that students struggled to understand the structure and humor elements of anecdotal texts, yet showed high interest in stand-up comedy. Expert validation of the material, language, cultural, and media aspects indicated a feasibility level of 95.83%–100%, meaning the module was highly feasible with minor revisions. Implementation of the module resulted in a significant improvement in students' writing skills. At MA Darul Hikmah Pekanbaru, the average score increased from 63.5 to 75.8, while at MA Ummatan Wasathan, it increased from 60 to 73.5. The Stand-Up Comedy-based module effectively enhanced students' understanding of structure, creativity, and their ability to express criticism humorously. Overall, this research offers an instructional innovation by integrating popular comedy media into Indonesian language learning, producing a valid, practical, and effective module.

## 1. Introduction

Writing anecdotal texts is an important skill in learning the Indonesian language. Anecdotal writing skills are important for students because writing anecdotal texts requires students to think critically about issues or events around them. Anecdotal texts are texts that contain short and concise communication but can convey a strong message. According to the Ministry of Education and Culture, anecdotal texts in the 2013 curriculum for grade X are expected to help students think creatively and

critically in viewing social phenomena that occur around them. Contextual-based modules, especially in the 2013 curriculum, focus on achieving skills and understanding concepts through an approach that is close to students' lives, so that students are able to apply this knowledge practically (Trianto, 2024). Modules are teaching materials that are systematically arranged and designed to help students learn a competency independently with or without teacher guidance. Modules must be arranged in such a way as to support learning objectives and increase students' independence and understanding of the material being taught (Wicaksono, 2015).

Kosasih (2021), said that the steps for developing teaching modules in general are based on needs analysis. Curriculum analysis such as modules must be adjusted to the competency standards and basic competencies in the applicable curriculum. Determine the material to be taught, learning objectives, and expected skills. Analyze student characteristics, by understanding the background, needs, learning styles, and ability levels of students to adjust the methods and approaches in the module (Dewi, 2021). Considering that students are at a more concrete learning stage but require critical thinking challenges, it is important to create modules. The next step is to design a teaching module (Puspitasari, 2020). Formulate learning objectives that are specific, measurable, and in accordance with students' abilities. Students can write anecdotal texts using humorous elements from Stand-Up Comedy. Determine the main material to be taught in the module. For the Stand-Up Comedy assisted anecdotal text writing module, the material can include an introduction to anecdotal texts, elements of humor, anecdotal text writing techniques, and examples from Stand-Up Comedy (Putra, 2023).

Triyani, (2018), said that anecdotal text is a short text that tells real events or experiences with the aim of entertaining and providing meaning. According to Eliza, (2021), anecdotal text has a text structure consisting of orientation (introduction), events (core story), and reorientation (closing). Yudianda, (2024) said that tips for writing anecdotal text are as follows: a. Use simple and easy-to-understand language. b. Include dialogue to make the story more lively. c. Don't hesitate to use a creative and humorous research style. d. Pay attention to the rhythm and flow of the story to keep readers interested. Understanding how to write anecdotal text and following the steps above, students can develop better and more creative writing skills. In addition, combining Stand-Up Comedy elements in anecdotal research can add to the appeal and uniqueness of the story written.

Stand-Up Comedy has characteristics as an art form that is full of humor and social criticism, which is relevant to the purpose of anecdotal texts. The use of Stand-Up Comedy in education can help students more easily understand and be inspired to convey criticism politely and humorously, not in a rude way or using rude or sarcastic proverbs. According to Sinaga (2023), sarcasm is a form of expression or style of language used to convey something in a way that is contrary to its actual meaning, usually with the aim of mocking, satirizing, or criticizing.

According to Carter (2010), Stand-Up Comedy is a form of performing arts in which a comedian stands in front of an audience and tells jokes, funny stories, or

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observations with the aim of entertaining. This is one of the most popular comedy genres, often found in comedy clubs, festivals, and special events. According to Papan (2016), Stand-Up Comedy is a show in which a comedian delivers a humorous monologue that is often taken from personal experiences, social observations, or current issues. This show usually involves interaction with the audience, where the comedian can improvise based on the audience's reactions.

The characteristics of Stand-Up Comedy usually share funny personal experiences or observe everyday life in an entertaining way (Putri, 2022). According to Asmawati (2016), Stand-Up Comedy can strengthen students' speaking and writing skills. Modules assisted by Stand-Up Comedy media can increase students' interest and motivation in learning to write anecdotal texts, because this approach provides an interactive and interesting way of learning. According to Charlina (2019), learning media is useful for helping to explain abstract concepts or information more concretely through media such as videos, images, animations, or simulations. This helps students understand and remember the material more easily. Stand-Up Comedy videos are one of the learning media that are considered effective and efficient in writing anecdotes.

In accordance with these problems, several studies related to the development of anecdotal text writing modules written by Hidayat, (2019), resulted in research on differences in learning outcomes between conventional methods and learning outcomes using Stand-Up Comedy videos. This study shows that the use of Stand-Up Comedy video learning media can improve students' understanding of the structure and meaning of anecdotal texts. Suciawaty, This study describes learning to write anecdotal texts assisted by Stand-Up Comedy video media. The focus is on planning, implementing, and evaluating learning. The results show that the use of this media can increase students' enthusiasm and understanding in writing anecdotal texts creatively and critically. Furthermore, research written by Julaeha, (2023), on the Effect of Using Stand-Up Comedy Video Media on Anecdotal Text Material on Indonesian Language Learning Outcomes of Class X Students. 2 SMA Negeri 1 Panggarangan, produced an explanation of the planning process, implementation, and evaluation of learning skills in writing anecdotal texts carried out with the help of Stand-Up Comedy videos, as well as its impact on increasing student enthusiasm. "Improving the Ability to Write Anecdotal Texts Using Stand Up Video Media for Class X-12 Students of SMAN 11 Semarang", written by Ovika, in 2023. Shows that the use of Stand-Up Comedy videos can overcome students' difficulties in writing anecdotal texts, especially in conveying criticism with humor. This study uses this media to improve students' skills in integrating humor and appropriate language structures.

The aim of developing an anecdote text writing module assisted by Stand-Up Comedy is expected to be able to meet students' needs in learning anecdote text material with a creative and interesting approach. Stand-Up Comedy which is educational in nature can encourage students' critical and creative thinking skills, so that they are able to write quality anecdote texts, in accordance with the demands of the curriculum.

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## 2. Methodology

This study uses quantitative and qualitative methods. Quantitative methods focus on collecting and analyzing data in the form of numbers such as pretests and posttests obtained by students before and after using the Stand-Up Comedy assisted anecdote text writing module. Qualitative methods focus on student and teacher responses after using the module developed in the learning process of writing anecdotal texts. Data were collected in the form of student and teacher responses to the development of the Stand-Up Comedy assisted anecdote text writing module for grade X high school students. Data obtained from student and teacher interviews. Sugiyono (2017), said that the Research and Development (R&D) research method is a method or filling out a questionnaire that can be interpreted and described, according to the research used to produce certain products and test the effectiveness of the product can be seen in Figure 1.

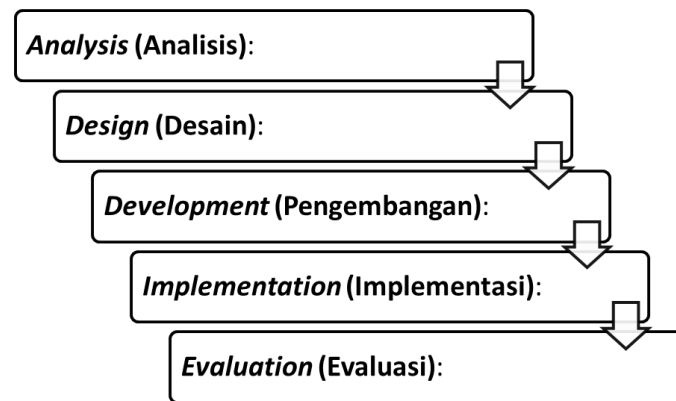


Figure 1. ADDIE Development Model

This study uses the Research and Development (R&D) method, which is a research method that aims to develop new learning products or models and then test their effectiveness. The model used for the R&D method in this study is the ADDIE development model. The steps used to meet the instrument quality criteria can be done by adding up the scores obtained from the validation and assessment results, then each total score is converted to a qualitative value (Ridwan, 2024). According to Sugiyono, (2017) a sample is part of a population that is a source of data in research, where the population is part of the number of characteristics possessed by the population. The following is a sample table in this study.

Table 1. Research Sample

No.	Name of Institution	Class		Number of students
		X.1	X.2	
1.	Darul Hikmah Islamic High School, Pekanbaru	30	30	60
2.	Ummatan Wasathan Islamic High School, Riau Technology Islamic Boarding School	17	17	34
<b>Total Number of Students = 94 students</b>				

The following are the assessment aspects used to produce research feasibility in table 2.

Table 2. Assessment Aspects

No	Assessment Aspects	Validator 1	Validator 2	Total
1.	The material presented is relevant to the learning objectives of writing anecdotal texts with the help of Stand-Up Comedy.			
2.	The discussion of anecdotal text writing techniques is quite complete and clear.			
3.	The material in the module facilitates students to understand the relationship between anecdotes and Stand-Up Comedy.			
4.	Learning in this module can increase students' creativity in writing anecdotal texts.			
5.	This module includes examples of relevant and interesting anecdotal texts.			
6.	The material in the module contains elements of humor that are in accordance with the context of learning Stand-Up Comedy.			
<b>Total%</b>				

SLikert test to assess the feasibility of the module, as follows:

- 1 = Not Eligible,
- 2 = Less Eligible,
- 3 = Quite Eligible,
- 4 = Eligible.

The sample of this study used class X.1 (Control Class) and X.2 (Experimental Class), Madrasah Aliyah Darul Hikmah Pekanbaru with a total of 60 students. For Madrasah Aliyah Ummatan Wasathan Pesantren Teknologi Riau school, it used class X.1 (Control Class) and X.2 (Experimental Class), with a total of 34 students.

### 3. Results and Discussion

#### *Analysis*

At this stage, the researcher conducted a needs analysis of students' abilities in writing anecdotal texts. The results of observations and interviews showed that students had difficulty in understanding the structure and content of anecdotal texts, as well as in finding relevant funny ideas. The reason is that the material for writing anecdotal texts is new material for them. They have not studied this material before. In general, students like this material for writing anecdotal texts, because according to them, anecdotal texts contain humor and invite laughter. They feel entertained after reading the anecdotal texts provided. Based on the results of the interview, it can be concluded that they like the material for writing anecdotal texts but they find it difficult to express their ideas and thoughts in the form of written anecdotal texts. The following is a table of student needs interviews.

Table 3. Student Needs

No.	Question	Yes	No
1.	Have you ever studied about anecdotal text before?	0%	100%
2.	What do you know about anecdotal text?	25%	75%
3.	Are you interested in writing anecdotal text?	75%	25%
4.	Do you often watch Stand-Up Comedy?	93,75%	6,25%
5.	Do you think it is important to have suitable media for learning anecdotes?	62,5%	37,5%
6.	Do you think humor or Stand-Up Comedy can help in writing anecdotal texts?	75%	25%
7.	Is humor or material from Stand-Up Comedy interesting to you?	81,25%	18.75%
8.	Do you often write anecdotal texts in learning activities?	0%	100%
9.	Do you think writing anecdotal texts is difficult?	100%	0%
10.	Do you think Stand-Up Comedy can help you in learning anecdotal texts?	87,5%	12,5%

The table above shows that a creative approach is needed that can trigger students' interest in writing anecdotal texts, one of which is by integrating Stand-Up Comedy elements as a learning medium. The pretest results show that students who understand the purpose of writing anecdotal texts are 31.25%, and those who do not understand the purpose of writing anecdotal texts are 68.75%. Students who understand the characteristics of anecdotal texts are 43.75% and do not understand 56.25%. No students understand the structure of anecdotes, and have not been able to understand discourse containing social criticism or anecdotal texts. The questions made in the form of this pretest were answered by students in group collaboration. The pretest results show that in general students do not understand the structure and language of anecdotal texts. For this reason, it is necessary to design a module that can be used as an effective and efficient learning medium in improving the ability to write anecdotal texts in class X MA students.

The module is designed by considering competency standards and learning indicators. This module is equipped with:

- a. Explanation of Material About Anecdotal Text
- b. Examples of Anecdotal Text
- c. Stand-Up Comedy Videos as Writing Stimuli
- d. Writing Exercises
- e. Assessment Rubric

### ***Development***

After the module was designed, the module was validated to test its feasibility, before being used as a learning medium. Based on the validation results carried out by 8 expert validators according to their respective fields, the module is suitable for use with several suggestions for improving the module to make it more interesting, effective and efficient according to the characteristics of the material and students as users. Recapitulation of Validation of Material for Developing the Anecdotal

Text Writing Module Assisted by Stand-Up Comedy for Grade X Students of Madrasah Aliyah (MA) can be seen in table 4.

Table 4. Recapitulation of Validation of Material for Developing the Anecdotal Text Writing Module Assisted by Stand-Up Comedy for Grade X Students of Madrasah Aliyah (MA)

No	Assessment Aspects	Validator		Total
		1	2	
1.	The material presented is relevant to the learning objectives of writing anecdotal texts with the help of Stand-Up Comedy.	4	3	7
2.	The discussion of anecdotal text writing techniques is quite complete and clear.	4	4	8
3.	The material in the module facilitates students to understand the relationship between anecdotes and Stand-Up Comedy.	4	4	8
4.	Learning in this module can increase students' creativity in writing anecdotal texts.	4	4	8
5.	This module includes examples of relevant and interesting anecdotal texts.	3	4	7
6.	The material in the module contains elements of humor that are in accordance with the context of learning Stand-Up Comedy.	4	4	8
<b>Total%</b>		<b>95,83% (Worthy)</b>		

From Table 4 Overall, the use of the material presented in this study is very relevant or in accordance with the development of the anecdote text module. The material validator suggested adding examples of other forms of anecdote texts such as anecdote texts in Malay containing jokes based on Stand-Up Comedy. For this reason, the researcher tried to change the form of the practice questions which were originally writing anecdote texts only to writing anecdote texts in Malay based on Stand-Up Comedy. Recapitulation of Language Validation for Developing Anecdotal Text Writing Module Assisted by Stand-Up Comedy for Grade X Students of Madrasah Aliyah (MA) can be seen in Table 5.

Table 5. Recapitulation of Language Validation for Developing Anecdotal Text Writing Module Assisted by Stand-Up Comedy for Grade X Students of Madrasah Aliyah (MA)

NO	Assessment Aspects	Validator		Total
		1	2	
1.	The language used in the module is easy for students to understand.	4	4	8
2.	The language used in the module is in accordance with good and correct Indonesian language rules.	4	4	8
3.	The language used is communicative and invites students' interest.	4	4	8
4.	The use of language in the module is in accordance with the level of understanding of the students who are the target of learning.	4	4	8

5.	The use of terms or vocabulary in the module is quite varied and supports understanding of the material.	4	4	8
6.	The sentences in the module are clear, unambiguous, and easy to understand.	4	4	8
<b>Total%</b>		<b>100% (Worthy)</b>		

From Table 5 the use of language is in accordance with the character of the students, it just needs polishing to make it more interesting. The table above shows that the module is suitable for use with a presentation value of 100%. The validator agreed that the module can be used without revision. The Recapitulation of the Validation of the Development Culture of the Anecdotal Text Writing Module Assisted by Stand-Up Comedy can be seen in table 6.

Table 6. Recapitulation of Cultural Validation of the Development of the Anecdotal Text Writing Module Assisted by Stand-Up Comedy for Grade X Students of Madrasah Aliyah (MA)

NO	Assessment Aspects	Validator 1	Validator 2	Total
1.	This module uses language that is easy to understand and in accordance with the language habits in our society.	4	4	8
2.	The use of humor in this module is in accordance with the culture of humor that is developing in our society.	4	4	8
3.	Examples of anecdotal texts included in the module describe situations that are familiar to our daily lives	4	4	8
4.	The Stand-Up Comedy used in this module is relevant to the way we communicate in everyday life	4	4	8
5.	This module provides an opportunity to explore students' creativity through humor that is in accordance with our cultural norms.	4	4	8
6.	The material in this module provides insight into how to write anecdotal texts that are relevant to the lives of our society	4	4	8
<b>Total%</b>		<b>100% (Worthy)</b>		

From Table 6, the validator suggested that the use and selection of images should be related to locality. Therefore, the researcher made improvements to the module display such as using bamboo shoot images as the module display to better depict local culture. The researcher also changed the display of images that depict Malay culture as in the image below.



Figure 2. Module

In general, the product is good, but there needs to be changes such as the print results. The print results need to be improved so that the appearance and coloring are more attractive. The validator suggests that the module be printed in the form or using a spiral, not in the form of a regular book, and it is recommended to use paper with a quality of 80 grams. Thus, the module can be used with a little revision. The following is a Summary Table of Validation of Media for Developing the Anecdotal Text Writing Module Assisted by Stand-Up Comedy. Recapitulation of Validation of Media for Developing Anecdotal Text Writing Module Assisted by Stand-Up Comedy for Grade X Students of Madrasah Aliyah (MA) can be seen in table 7.

Table 7. Recapitulation of Validation of Media for Developing Anecdotal Text Writing Module Assisted by Stand-Up Comedy for Grade X Students of Madrasah Aliyah (MA)

No	Assessment Aspects	Validator 1	Validator 2	Total
1.	The media used in the module is interesting and in accordance with the learning material.	4	4	8
2.	The media in the module helps students to understand the techniques of writing anecdotal texts and Stand-Up Comedy.	4	4	8
3.	The media used are quite varied, such as text, images, or videos.	4	4	8
4.	The media used supports active student involvement in the learning process.	4	4	8
5.	The media in the module is easily accessible and used by students.	4	3	7
6.	The media used is relevant to learning Stand-Up Comedy and anecdotal texts.	4	4	8
<b>Total%</b>		<b>97,9% (Worthy)</b>		

The validation results show that the module is suitable for use with minor revisions, such as adjusting the front letters that need to be the same and adding examples of Stand-Up Comedy that are relevant to students' lives. The use of content and images

that need to be adjusted to the locality to be more original and more interesting for readers or users.

### ***Implementation***

The module was implemented in the experimental class at Madrasah Aliyah Darul Hikmah Pekanbaru and Madrasah Aliyah Ummatan Wasathan Pesantren Teknologi Riau. Students were given material through the module for three meetings. The use of Stand-Up Comedy videos has been shown to increase students' enthusiasm in following the lesson. This is evidenced by the success of students in writing cultural-based anecdotal texts through Stand-Up Comedy. The following are the results of writing procedural texts written by students who were given actions or treatments. The text is written in group work that has been formed according to the results of the student's agreement with teacher supervision.

### ***Evaluation***

Evaluation is carried out through an analysis of the increase in student learning outcomes in learning to write anecdotal texts. The following are the differences in the posttest results given after being given actions or treatments in the experimental class compared to the control class that was not given treatment or actions. The posttest was given to schools that were used as research samples, namely Madrasah Aliyah Darul Hikmah Pekanbaru and Madrasah Aliyah Ummatan Wasathan Pesantren Teknologi Riau. The following is a summary of the completion of the posttest scores of the Control Class and Experimental Class of Madrasah Aliyah Darul Hikmah Pekanbaru. Recapitulation of Posttest Score Completion of Control Class and Experimental Class of Darul Hikmah Islamic Senior High School, Pekanbaru can be seen in table 8.

Table 8. Recapitulation of Posttest Score Completion of Control Class and Experimental Class of Darul Hikmah Islamic Senior High School, Pekanbaru

No.	Aspect	Control Class	Experiment Class
1.	Completed	14	24
2.	Not Completed	16	6
3.	Highest Score	70	90
4.	Lowest Score	50	60
	Average Score	63,5	75,8

The table 8 illustrates that students in the experimental class who received the action, better understood the material presented using the developed media. It was proven that 80% of students in the experimental class had obtained scores according to the maximum completeness, while in the control class, only 47% of students obtained complete scores. Only 20% of students in the experimental class had not completed, while 53% of students in the control class had not completed. The difference of 20 points was higher than the highest score of the experimental class compared to the control class. The lowest score was 50 in the control class and 60 in the experimental class. The average score in the control class was 63.5 and 75.8 in the experimental class. Recapitulation of the Posttest Score Completeness of the

Control Class and Experimental Class of Madrasah Aliyah Ummatan Wasathan Pesantren Teknologi Riau can be seen in table 9.

Table 9. Recapitulation of Posttest Score Completion of Control Class and Experimental Class of Madrasah Aliyah Ummatan Wasathan Pesantren Teknologi Riau

No.	Aspect	Control Class	Experiment Class
1.	Completed	5	15
2.	Not Completed	12	2
3.	Highest Score	70	80
4.	Lowest Score	50	60
	Average Score	60	73,5

The table 9 illustrates that students in the experimental class who received the action, better understood the material presented using the developed media. It was proven that 88% of students in the experimental class had obtained scores according to maximum completeness, while in the control class, only 29% of students obtained complete scores. Only 11% of students in the experimental class had not completed, while 70% of students in the control class had not completed. The difference of 10 points was higher than the highest score of the experimental class compared to the control class. The lowest score was 50 in the control class and 60 in the experimental class. The average score in the control class was 60 and 73.5 in the experimental class.

### ***Discussion***

This study presents novelty through the integration of Stand-Up Comedy media as a tool in learning to write anecdotal texts. The use of this popular entertainment media has not been systematically adopted in Indonesian language learning modules, especially at the Madrasah Aliyah level. This approach not only increases student involvement, but also makes the learning process more contextual, enjoyable, and close to students' lives. The developed module emphasizes critical and creative thinking skills through anecdotal texts containing social criticism, in accordance with the basic character of anecdotal texts. The novelty lies in the combination of the formal structure of anecdotal texts with the typical delivery style of Stand-Up Comedy which teaches students to convey messages and criticisms subtly but effectively. This module utilizes audiovisual materials (Stand-Up Comedy videos) as an initial stimulus, which are then translated by students in the form of anecdotal texts. This approach develops multimodal literacy skills (visual, audio, and text), an important need in today's digital literacy era, but is still rarely applied in language learning in Madrasah Aliyah.

### **4. Conclusion**

Based on the research results, the development of modules with the Stand-Up Comedy approach has been proven to be able to increase student involvement and interest in writing anecdotal texts. The humor presented in Stand-Up Comedy

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makes it easier for students to understand the elements of humor and irony in anecdotal texts, which were previously difficult to understand. The ADDIE model provides a systematic framework in the development of learning products, and in this study it succeeded in producing valid, practical, and effective products. This study produces teaching tools that are more relevant to the Gen-Z learning style, which is accustomed to short, entertaining, and meaningful content. This module facilitates active and reflective learning, bridging the gap between the formal curriculum and students' daily interests and experiences.

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