

## Improving Dialogue Writing Skills Based on Javanese Level of Speech (Undha Usuk) Through Short Film Media for Class VIII SMP Negeri 1 Girimarto

Endah Pramita Sari<sup>1\*</sup>, Sri Harti Widyastuti<sup>2</sup>  
Yogyakarta State University

**Corresponding Author:** Endah Pramita Sari [pramitaendah.2022@student.uny.ac.id](mailto:pramitaendah.2022@student.uny.ac.id)

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### ABSTRACT

This study aims to improve the skill of writing pacelathon (dialog) according to undha usuking basa Jawi (Javanese language levels) through the use of short film media. The research method used was Classroom Action Research (PTK) with Kurt Lewin's spiral model consisting of four stages: planning, implementation, observation, and reflection, which was carried out in two cycles. The research subjects were 27 students of class VIII A SMP Negeri 1 Girimarto. The results showed a significant improvement after the application of short film media. In Cycle I, the average score of students' dialog writing skills reached 62.52 with a learning completeness rate of 44.44%. After improvement in Cycle II, the average score increased to 77.33 with a learning completeness rate of 81.48%. This increase shows the effectiveness of using short film media in learning to write pacelathon, especially in helping students understand and apply undha usuking basa Jawi well. This research is expected to be a reference for teachers to improve the quality of Javanese language learning through innovative learning media.

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## **INTRODUCTION**

Javanese is the language used by most Javanese people. Setyawan and Nadhiroh (2021) explain that Javanese is used in daily conversation by local residents of Central Java, Yogyakarta Special Region, and East Java. A small number of speakers are also found in northern Banten and Lampung as transmigrant destinations from Java (Priyatiningsih, 2019).

Today, the Javanese language continues to be preserved by its speakers and teachers. This language is a compulsory subject in the local content curriculum (*mulok*) in schools. Javanese language learning includes four language skills, namely listening, reading, speaking, and writing (Sinapati, Syamsuddin, & Barasandji, 2017). These skills are highly dependent on good vocabulary mastery, which can improve students' ability to speak (Muspawi, Suryani, & Rahayu, 2020).

Writing is one of the productive and integrated skills in language (Amaniasih & Firdaus, 2019). It is called productive because in the writing process, writers express opinions and ideas that are experienced and felt. Integration in writing is also related to the understanding of the material that will be poured into writing. Writing is a systematic process that involves transferring ideas into the form of written language which cannot be separated from interrelated stages (Nafi'ah, 2018). However, Tarigan describes this skill is considered complex because it requires mastery of ideas, sentence structure, language use, and the ability to express ideas in a structured manner (Sari & Agustina, 2023)

Javanese language is unique in the form of *unggah-ungguh* or speech levels that distinguish it from other regional languages. *Unggah-ungguh* is a social norm in Javanese society to maintain good manners in speaking and behaving by paying attention to the interlocutor, situation, and conditions (Arfianingrum, 2020). In writing, the use of *unggah-ungguh* language must be considered, especially in writing dialog or conversation. Javanese has four levels, namely *ngoko lugu*, *ngoko alus*, *krama lugu*, and *krama alus*. The use of these language levels is important, especially for students who must adjust their use when speaking with teachers or peers.

The facts in the field show that students in grade VIII of SMP Negeri 1 Girimarto, Wonogiri Regency, still experience difficulties in learning to write, especially in writing dialogs. This difficulty is caused by internal and external factors. Internal factors include students' low interest and understanding, which results in the lack of development of their ideas. Meanwhile, external factors include the environment, communication media, and teaching methods. Teachers tend to use conventional methods that are more theoretical, thus not encouraging students' activeness in writing practice. In addition, the lack of use of interesting learning media is also an obstacle in improving students' writing skills, especially in writing dialog.

One of the learning media that can be used to improve dialog writing skills is Javanese short films. This media can help students understand the context of the conversation, the use of *unggah-ungguh*, and the structure of the

dialog more realistically. The short film used in this study is a film uploaded by the Wonogiri Regency Education and Culture Office on the YouTube platform.

## **THEORETICAL REVIEW**

Improving the ability to write Javanese dialog in accordance with unggah-ungguh can be achieved through the application of appropriate learning models. One of them is the guided discovery learning model. According to Anisa (2020), the application of this model can improve the ability to write dialog according to unggah-ungguh basa and students' politeness.

The use of short films as learning media can also be an effective alternative. Short films can be used as props to show the use of unggah-ungguh basa in real contexts, so that students can understand and imitate the use of appropriate language in certain situations. This is in line with the opinion of Nugraha (2021) who states that the selection of appropriate media can increase the effectiveness of learning Javanese language in elementary schools.

In addition, Aruni and Kurniawan (2023) in their research on the analysis of directive speech acts in the short film "Unggah-Ungguh" found that short films can provide concrete examples of the use of unggah-ungguh in various communication contexts. By understanding the form and function of directive speech acts in the short film, educators can utilize it as a learning medium to improve the ability to write Javanese dialogue in accordance with unggah-ungguh.

Pratiwi (2020) also developed learning media in the form of Javanese short films that contain Javanese culture and unggah-ungguh basa. The results showed that the use of short films as learning media can improve students' speaking and writing skills in Javanese in accordance with unggah-ungguh. This media provides real examples of Javanese language use in a cultural context, making it easier for students to understand and apply unggah-ungguh in their writing skills.

## **METHODOLOGY**

Classroom Action Research is one method that teachers often use to evaluate and improve their teaching methods. The Classroom Action Research used in this study used the Kurt Lewin model. This model is applied to learning that is done repeatedly. The steps are planning, observing, acting and reflecting. The subject in this study is class VIII A. This class consists of 27 students. This selection was based on the competency score of writing dialog based on unggah-ungguh which was categorized as the lowest compared to the other 4 classes. The average value of the class is 65.52 while the Minimum Completeness Criteria is 75. Data validation was carried out by triangulation and collaboration. Collaboration was conducted with a Javanese language teacher partner, Aris Widayad, S.Pd.. Data collection was carried out in 2 cycles, cycle 1 and Cycle II. Each cycle was carried out in 2 meetings.

## RESULTS

The results of this study are divided into 2 cycles. The first cycle was the initial condition of class VIII A students. The results are as in the following table.

Table 1. List of Grades Writing Skills Based on Javanese Level of Speech in Cycle I

No.	Name	Aspect					Points	Score
		Content	Level of Speech	Spelling	Punctuation	Neatness		
1	Aldi Afriansyah	4	3	3	4	5	19	76
2	Alfian Adira Putra	4	3	3	4	5	19	76
3	Alfian Yusuf R	4	3	4	4	4	19	76
4	Arya Putra W	5	3	4	4	3	19	76
5	Aulia Natazya R	4	2	2	3	3	14	56
6	Catur Prasetyo	4	4	4	4	3	19	76
7	Dewi Lestari	5	3	3	4	4	19	76
8	Deyka Aziz F	4	2	3	3	3	15	60
9	Fani Ahna J	4	2	2	3	3	14	56
10	Farentama David F	4	2	2	3	3	14	56
11	Finza Putra G	4	4	3	4	4	19	76
12	Haffidz Ditya A	5	3	4	4	3	19	76
13	Ika Sugiarti	5	3	4	3	5	20	80
14	Indah Novitasari	3	2	2	2	2	11	44
15	Lathiif Afuwuwu K	4	3	2	2	2	13	52
16	Marsya Ayu P	4	2	2	2	2	12	48
17	Meylia Sekar Rp	4	3	4	4	4	19	76
18	M. Nur Iqbal	4	3	4	4	4	19	76
19	Nanda	4	4	3	4	4	19	76
20	Novia Suci Hi	3	2	2	2	3	12	48
21	Rafka Iqbal Ah	4	2	2	2	3	13	52
22	Ravel Adila M	4	2	2	2	3	13	52
23	Reyhan Dwi A	4	2	3	2	3	14	56
24	Sindi Klaudia S	3	2	2	2	3	12	48
25	Syifa Nurul A	3	2	2	2	3	12	48
26	Verina Anggun A	3	2	2	2	2	11	44
27	Zyfara Riswandari	4	2	2	2	3	13	52
Total		107	70	75	81	89	422	1688
Average		3,96	2,59	2,78	3,00	3,30	15,63	65,52

The table above contains data on student scores when researchers used Javanese short films. From the table above, the results can be analyzed as follows.

Table 2. Recapitulation Cycle I

No.	Description	Result
1	Average Score $(M = \frac{\sum x}{\sum N})$	1688=65,52
2	Number of Students Passed	12 Students
3	Percentage of Students Passed $(P = \frac{F}{N} \times 100\%)$	$\frac{12}{27} \times 100\% = 44,44\%$

From cycle 1, it appears that there were only 12 students who successfully completed the learning. Therefore, the researcher then modified the learning for improved results in Cycle II. The results of the implementation of Cycle II can be observed through the table below.

Table 3. List of Grades Writing Skills Based on Javanese Level of Speech in Cycle

No.	Name	Aspect					Points	Score
		Content	Level of Speech	Spelling	Punctuation	Neatness		
1	Aldi Afriansyah	4	4	4	4	4	20	80
2	Alfian Adira Putra	5	4	4	4	5	22	88
3	Alfian Yusuf R	4	4	4	4	4	20	80
4	Arya Putra W	5	3	5	4	4	21	84
5	Aulia Natazya R	4	4	4	4	3	19	76
6	Catur Prasetyo	5	4	4	4	4	21	84
7	Dewi Lestari	5	3	4	4	4	20	80
8	Deyka Aziz F	4	3	4	4	4	19	76
9	Fani Ahna J	4	3	4	4	4	19	76
10	Farentama David F	5	3	3	4	4	19	76
11	Finza Putra G	5	5	3	4	4	21	84
12	Haffidz Ditya A	5	5	4	4	4	22	88
13	Ika Sugiarti	5	5	5	5	5	25	100
14	Indah Novitasari	3	3	3	3	3	15	60
15	Lathiif Afuwwu K	4	4	4	3	4	19	76
16	Marsya Ayu P	4	4	4	3	4	19	76
17	Meylia Sekar Rp	5	4	3	4	4	20	80
18	M. Nur Iqbal	5	5	3	4	4	21	84
19	Nanda	4	4	4	4	3	19	76
20	Novia Suci Hi	3	3	3	3	3	15	60
21	Rafka Iqbal Ah	4	3	3	3	3	16	64
22	Ravel Adila M	4	4	3	4	4	19	76
23	Reyhan Dwi A	4	4	3	4	4	19	76

No.	Name	Aspect					Points	Score
		Content	Level of Speech	Spelling	Punctuation	Neatness		
24	Sindi Klaudia S	4	3	4	4	4	19	76
25	Syifa Nurul A	4	3	3	3	4	17	68
26	Verina Anggun A	4	3	3	3	3	16	64
27	Zyfara Riswandari	5	4	4	4	3	20	80
Total		117	101	99	102	103	522	2088
Average		4,33	3,74	3,67	3,78	3,81	19,33	81,48

Table 4. Recapitulation Cycle II

No.	Description	Result
1	Average Score ( $M = \frac{\sum x}{\sum N}$ )	2.088 = 81,48
2	Number of Students Passed	27 Siswa
3	Percentage of Students Passed ( $P = \frac{F}{N} \times 100\%$ )	$\frac{27}{27} \times 100\% = 100\%$

After modifying the learning in Cycle II, there was a significant improvement. From only 12 students who passed in cycle 1, then increased in Cycle II. This shows that the use of Javanese short film media in learning Javanese dialog writing based on unggah-ungguh is considered successful. Of course, with a note that the learning must be supported by adequate equipment and learning tools that optimize students' abilities.

## DISCUSSION

This research uses some data that has been collected previously. These data include data from the observation of teacher activities, data from the observation of student activities during the learning process, as well as data from cycle 1 and Cycle II.

From the results of the research conducted, researchers obtained data in the form of observation results of student activities during the learning process and observation results of teacher activities in learning. This data is used to determine how the application of short film media in learning to write dialog.

This study also explains the results of measuring dialog writing skills before and after using short film media to see the improvement of dialog writing skills. The stages of the research are explained as follows:

### *Cycle I*

Learning in cycle I consisted of four stages, namely planning, acting, observing, and reflecting. The explanation of each stage is as follows:

### ***Planning***

Based on the results of the pre-cycle study, the researcher collaborated with the language teacher. From the results of the discussion, various ways were found to overcome the problems of dialog writing skills. The researcher then determined a short film as a medium to improve students' dialog writing skills. The tools used were teaching modules (attached), package books, and learner worksheets (LKPD). In addition, the teacher also prepared an observation sheet for students and an observvation sheet for teacher.

### ***Implementation (Acting)***

In cycle I, learning was carried out for two days, namely on September 19 and 21, 2024 in class VIII A SMP Negeri 1 Girimarto. The class consisted of 15 male students and 12 female students. Each meeting lasted for two times 40 minutes.

In this study, the researcher acted as an observer during the learning process. Learning activities were carried out in accordance with the previously prepared cycle I teaching module, which included opening, core, and closing activities by adjusting the screening of short films. In the core activities, students are invited to watch a short film. After watching, they are asked to do exercises through LKPD. The content of the LKPD is related to dialog writing exercises that are adapted to the dialog in the short film that has just been watched. The learning outcomes in cycle I can be seen in the following table 1.1.

Based on the table 1.1, it can be concluded that learning dialog writing skills using short film media has not achieved maximum results. The average score of dialog writing skills is 65.52. Meanwhile, the percentage of student learning completeness reached 44.44% or only 12 out of 27 students who managed to achieve learning completeness. These results show that in cycle I, on average, students have not achieved learning completeness because the average score of dialog writing skills that obtained a score  $\geq 75$  has not been achieved. The percentage of student success also did not meet the predetermined target of 80%.

Looking at the value indicators above, the number of students who have not yet completed is caused by a lack of mastery in writing dialogs, especially in the use of proper Javanese language unggah-ungguh basa and spelling. This deficiency will be used as a reference to improve learning in cycle II.

Furthermore, in the closing activity, students and teachers together reflect on the learning that has been done. This reflection is useful to support efforts to improve learning to be better in the next cycle.

### ***Observing***

Based on the data from the observation of student activities in cycle I, a score of 38 out of a maximum score of 60 was obtained. The average score obtained from this assessment is 59.11. Observation of student activity during learning activities using the modeling method is included in the sufficient category (C), and the level of success in implementing the strategy is still considered sufficient.

In cycle I, the results of observations of student activity during the learning process were still classified as insufficient and required improvement in cycle II in order to get better results than the previous cycle.

Meanwhile, based on the data from the observation of teacher activities in cycle I, the number of scores obtained was 50 out of a maximum score of 68. After being calculated, a percentage of 73.52 was obtained. Observation of learning activities by teachers obtained a predicate of sufficient (C), and the improvement of learning outcomes using short film media was considered adequate.

Although all learning steps have been implemented coherently by the teacher, there are still some aspects that need to be improved in the next cycle.

### ***Reflecting***

Based on the research results described above, learning activities in cycle I have not been successful. In learning Javanese language with dialog writing material. From the results of student activity, the average student score only reached 59.11, so it did not meet the good criteria. Based on the results of learning observations, there are still many students who do not understand the use of cak-cakan (language levels) in Javanese, and still make mistakes in writing.

### ***Cycle II***

Cycle II is an effort to improve and enhance the results achieved in cycle I. Just like the previous cycle, cycle II consisted of four stages, namely planning, acting, observing, and reflecting. The explanation of each stage is described as follows:

#### ***Planning***

Based on the reflection from cycle I, there are several things that need to be improved. Teachers and collaborators prepared several steps to improve learning outcomes. The preparations made include:

Providing speakers in good condition so that the sound of the film can be heard clearly.

- a. Developing a more focused LKPD with a focus on the use of Javanese levels (undha usuk) and proper spelling.
- b. Providing directions before learning to guide students.
- c. Directing students when recording language level errors found in short films.

#### ***Implementation (Acting)***

The implementation of cycle II was carried out on September 26 and 28, 2024 in class VIII A SMP Negeri 1 Girimarto for 4 x 40 minutes. This implementation took into account the results of the reflection from cycle I to prevent the same mistakes. Learning activities include three stages: opening, core, and closing.

#### ***Observing***

Observations were made during the learning process. Based on the observation results:

- a. Student activity has increased. The student observation score was 53 out of a maximum of 64, with a percentage of 82.81%, exceeding the 80% completeness target.
- b. Teacher activity also showed improvement with a score of 49 out of a maximum of 56, or 87.5%, up from cycle I which only reached 73.52%.

### ***Reflecting***

Based on the results of observation and assessment, it can be concluded that learning to write dialog using short films in cycle II has improved significantly. Some important notes from this reflection are:

1. *Improvement of Learning Outcomes:*
  - a. The average student score increased from 62.52 in cycle I to 77.33 in cycle II.
  - b. Learning completeness increased from 44.44% to 81%, exceeding the set target (80%).
2. *The use of audio-visual media with quality speakers helps students focus more. The improved LKPD makes it easier for students to understand the correct level of language and spelling.*
3. *Student Participation and Activity:*
  - a. Students are more active in discussions, assignments, and reflections.
  - b. Although there is an improvement, some students still need to be encouraged to be more active.
4. *The teacher succeeded in creating a comfortable and supportive classroom atmosphere. More interactive learning methods are recommended to be maintained and improved.*

### **CONCLUSIONS AND RECOMMENDATIONS**

The findings from this study demonstrate a significant improvement in students' dialogue writing skills following the implementation of short films as a learning medium in cycle II. Quantitative data reveals a marked increase in the average student score from 62.52 in cycle I to 77.33 in cycle II. Furthermore, the learning completeness rate surged from 44.44% to 81.48%, surpassing the predetermined success indicator of 80%. This substantial progress underscores the effectiveness of employing audio-visual resources, specifically short films, in enhancing comprehension and application of dialogue writing principles among students.

Qualitatively, the intervention fostered a more engaging and participatory learning environment. The use of quality audio-visual media, coupled with refined student worksheets (LKPD) that clarified language and spelling standards, contributed to increased student focus and easier understanding. Observations indicated heightened student activity in discussions, task completion, and reflective practices, although continuous encouragement remains necessary for some individuals. The teacher's success in cultivating a

comfortable and supportive classroom atmosphere was also a key factor. Therefore, it is recommended that the integration of interactive, media-rich pedagogical approaches be sustained and further developed to optimize language learning outcomes.

Based on these findings, several recommendations are proposed. Teachers are encouraged to continue utilizing relevant short film media for teaching Javanese dialogue writing (pacelathon), supplementing this with constructive feedback and varied writing practice across different conversational contexts. Schools should support this by providing necessary facilities for film screenings and offering teacher training on diverse learning media integration. For future research, exploring the efficacy of alternative media like drama or role-playing, and extending the investigation to different grade levels or educational stages, could provide further insights into enhancing Javanese language skills.

### **FURTHER STUDY**

Building on the findings of this study, future investigations could be directed at several important areas to enrich media-based Javanese language pedagogy. In-depth exploration of technology-enhanced learning environments-such as the development and evaluation of interactive digital applications, culturally charged animations, or specialized e-learning platforms-is highly recommended. Correspondingly, comparative media effectiveness research needs to be conducted to systematically assess the impact of short films versus other media formats (e.g. podcasts, digital comics, educational games) in achieving specific learning objectives. Understanding the nuances of undha usuking basa Jawi can also be enriched through cross-cultural pedagogical studies that examine the perception and application of these speech levels among students from diverse backgrounds, while potentially enhancing intercultural competence. Furthermore, the affective domain is a crucial research area, investigating how media use affects students' motivation, interest in Javanese language and attitudes towards cultural preservation. Opportunities for interdisciplinary integration, linking Javanese language learning with subjects such as art and technology, should also be explored to create a more holistic learning experience. To measure long-term impact, longitudinal studies that track students' language proficiency over a longer period of time are needed. Finally, testing the adaptability of this media-based approach to different levels of education, including elementary schools and other secondary levels, will provide valuable insights for wider application.

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