

THE DEVELOPMENT OF VIDEO SCRIBE IN IMPROVING SHORT STORY WRITING SKILL AT TENTH GRADE STUDENTS OF SMAN 1 TANGERANG REGENCY

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Abstract

The purpose of this study is to know the development of video scribe in improving short story writing skills of Tenth Grade Students students at SMAN 1 Tangerang Regency. The type of this research is developmental research (R&D). Population in this study are Tenth Grade Students SMAN 1 Tangerang Regency. Samples in this study are Tenth Grade Students IPS 1. Data collection techniques in this study using questionnaires and tests. The results of this study are on the validation of expert video learning media experts, the average score of scribe video learning media expert score is 87.3%. The validation of expert of short story writing material scores averaged 90%. Based on those two results, it can be assumed that video scribe was appropriate and effective to be used in writing short stories. The average short story writing ability of students based on the pretest results is 61.5 increased to 73.5 in the posttest. The lowest value at the pretest was 50, and the posttest value was 53. The highest value at the pretest was 73 and 83 in the posttest. Thus, it can be concluded that short story writing skill at Tenth Grade Students at SMAN 1 Tangerang Regency has improved by using the video scribes.

Keywords: *Writing Skill, Short Stories, Video Scribe*

A. INTRODUCTION

Literature learning has an equal position with language learning. Language plays a role in terms of knowledge, while literature plays a role in attitudes, paradigms, and behavior since it describes all kinds of aspects in life. Students can learn about the meaning of life, life values and life problems. Literature contains a moral message which can be taught to students. Literature learning teaches about life guidelines to students. The urgency of literature lies in learning about life which is sometimes difficult to be taught by adults to children. It is based on human assumptions that are expected to have moral knowledge, moral feelings and moral attitudes that are consistent with human life (Hudhana, 2015: 116).

Short stories are forms of literature that are shorter than novels. Short stories contain one conflict by displaying limited characters. This is in a line with Helda's opinion (2017: 218) that short stories are fictional stories that express literary elements in a dense, concise and direct manner in form of fiction. Short stories use language that is more easily understood by the readers. In addition, conflicts that are raised is a single conflict so that readers enjoy more without having to take a long time.

In the classroom reality, the teaching of writing short stories has a high degree of difficulty. Teachers should master writing techniques as well as media in order to teach their students to write so that they can teach their students to write well (Kirana, et al. 2018). However, many teachers have difficulty in teaching short story writing skills. There are still many teachers who rarely use learning methods, even learning media. So, learning to write short stories becomes more boring, and students become less interested in learning to write short stories.

Employing appropriate strategy in teaching and learning English is very important (Alabsi, 2016; Suminar & Putri, 2018; Rahmatunnisa, 2019). One of them is by using a learning media. There is an alternative learning media that is considered appropriate to teach short story writing skills, namely video scribe learning media. Scribe video media is a software developed in 2012 by Sparkol (Syriac, Setiawan, and Putra, 2018: 81). This video scribe is usually used in the marketing field, but this video scribe can also be used by the teacher as a learning media. The purpose of this study is to know the the development of scribe video media in improving short story writing skills of Tenth Grade Students students at SMAN 1 Tangerang Regency.

B. LITERATURE REVIEW

There are functions of short story learning, namely: 1) as an entertainment; 2) as a medium for developing language intelligence; 3) as a medium for developing vocabulary; 4) as a medium for character

education; 5) as a medium for expression of authors. The short story function underlies the assumption that short story learning has an important role. Learning short story writing is needed as a medium for student expression and as a medium for developing student intelligence. Short story writing skills are classified as creative writing skills contained in the 2013 curriculum in high school (Kusumarini, 2013: 15).

Students are expected to develop their imagination and creativity in writing short stories. Writing short stories has several benefits, namely as a sense of proficiency, media criticism of an event, and as a form of expression (Kette, Pratiwi, and Sunoto, 2016: 698). Writing a story about the subject of other skills with complex writing skills and requiring other skill roles. Thus, writing skills require continuous and continuous training. Writing skills are skills that have higher levels of difficulty than other skills (Ulfa and Soenarto, 2017: 23).

Video as learning media presents the motion of images and sounds that describe a story. Video is a learning media which occurs when audio is merged with sequential moving images (Setyasto and Wijayama, 2017: 130). The use of video is very effective in everyday life because videos can provide a real picture and occur in everyday life (Rehusisma; Indriwati, and Suarsini, 2017: 1239). Video Scribe is considered an effective learning media in teaching short story writing skills. Video Scribe is used in creating motion animations that users can create themselves. The advantages of scribe video media are 1) able to combine several elements of the media, 2) providing a good stimulus to students, 3) being able to focus students' attention (Suryani, Setiawan, and Putra, 2018: 85).

C. RESEARCH METHODS

This research is in a type of Research and Development (R&D). There are five stages conducted in this study, namely: analysis, product design, product development, implementation, and evaluation. This study has two

validations, namely expert validation of short story learning material and expert validation of scribe video media. Data collection in this study used questionnaire for product validation and test which is divided into pretest and posttest for SMAN 1 Tangerang Regency students.

The criteria for evaluating the products of short story material and video scribe contained in the questionnaire instrument were two Indonesian language teachers and two ICT teachers. The product assessment was in the form of a questionnaire using the following formula.

$$P = \frac{X}{Xi} 100\%$$

P = Percentage

X = Total answer of respondents

Xi = Total ideal score

Tabel 1. Criteria of Product Appropriateness

No	Category	Percentage	Qualification	Equivalence
1	A (4)	80%-100%	Valid	Appropriate
2	B (3)	60%-79%	Adequate Valid	Enough Appropriate
3	C (2)	40%-59%	Less Valid	Less appropriate
4	D (1)	0%-39%	Not Valid	Not appropriate

Data analysis technique uses in this study use the following formula:

$$\bar{x} = \frac{\Sigma x}{n}$$

Note:

\bar{x} = average score

Σx = total score students (pretest / posttes)

n = total students

D. FINDINGS AND DISCUSSION

The first research was carried out, namely the need identification stage. The researcher identified the needs in SMAN 1 Tangerang Regency

by means of observation. This stage, researchers found problems related to short story writing skills. Researchers concluded that, 1) students find it difficult to master writing skills because students have difficulty executing their imagination, and ideas into short stories, 2) teachers rarely use learning media in short story learning, so students feel bored quickly, 3) teachers use traditional methods more often.

The second stage, researcher formulates the idea to solve the problem at the observation stage. Based on the needs analysis, researchers want to use video scribe as learning media at SMAN 1 Tangerang Regency.

The third stage, the researcher developed the material and learning media in form of video scribes. The material developed was included are definition of short stories, short story elements, short story features, and short story writing techniques. While video scribe learning media was developed by loading the contents of short story material inserted by interesting animated animations.

The fourth stage, the researcher conducted a validation test on the experts of scribe video media and short story material. The test used questionnaires subjected to two media experts and two short story material experts.

The fifth stage, researchers developed an evaluation instrument in form of pretest and posttest. The evaluation of short story writing skills, researchers applied criteria such as: 1) theme selection, 2) word selection (diction), 3) short story completeness elements, 4) systematic of story content short. Researchers compiling script related to video scribe including: 1) learning strategies applied in learning short story writing skills through scribe learning media, namely learning objectives, learning methods and learning evaluation, 2) learning material about short story writing skills and 3) the assessment of pretest and posttest in the learning of short story writing skills based on character education.

The sixth stage is that researchers produced video scribes that contain short story material. Furthermore, the validators validated products

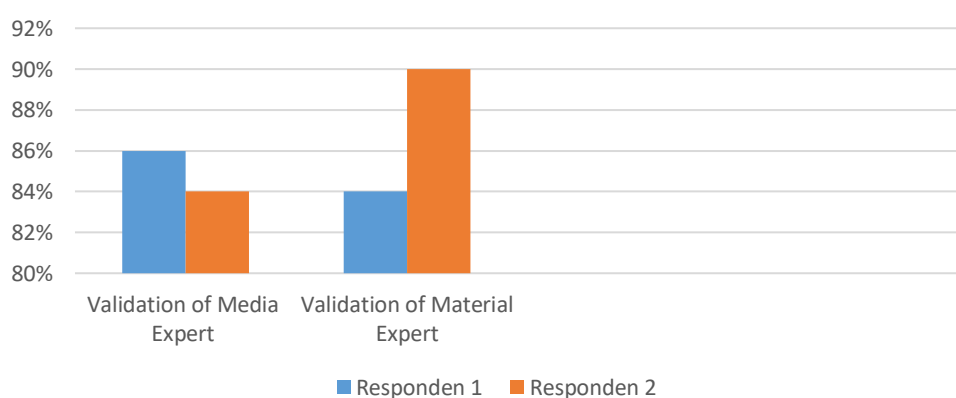
that contain short story material. The results of products containing short story material were obtained and used for the final research.

In product validation, researchers selected three video scribes learning media experts and five Indonesian language experts. The results of the validation of video scribes products from two experts obtained 85%. Validation of learning material products write short stories from two experts, namely 87%. Then it can be concluded that scribe video products that contain short story material are worthy of use, the following is a recapitulation table:

Tabel 2. Summary of Product Validation

No	Repondent	Result	Criteria
Validation from Expert of Media			
1	Respondent 1	86%	Appropriate
2	Respondent 2	84%	Appropriate
	Total	170%	
	Average	85%	Appropriate
Validation from Expert of Short Story Writing Skills			
1	Respondent 1	84%	Appropriate
2	Respondent 2	90%	Appropriate
	Total	174%	
	Average	87%	Appropriate

Graph 1. Validation of Material Appropriateness Using Vide Scribes in Short Story Writing Skill



At the implementation stage, the researcher conducted a pretest to find out the ability to write short stories of Tenth Grade Students students of

SMAN 1 Tangerang Regency. After knowing the initial ability to write short stories, students of Tenth Grade Students SMAN 1 Kabupaten Tangerang practiced to write their own short stories. The researchers gave posttest questions to find out the ability to write short stories after being given scribe video products containing short story material. The results of the study showed an improvement in the ability to write short stories of Tenth Grade Students students of SMAN 1 Tangerang Regency, namely the average score of pretest 61.5 increased to 73.5 in the posttest. The lowest score at the pretest was 50, and the posttest score was 53. The highest score at the pretest was 73 and 83 in the posttest. The following is the recapitulation of the pretest and posttest values.

Table 3. The Comparison of Pretest and Posttest in Short Story Writing Skills at Tenth Grade Students of SMAN 1 Tangerang Regency

No	Nilai	Pretest	Posttest
1	Lowest score	50	53
2	Highest score	73	83
3	Total score	2031	2417
4	Average	61,5	73,5

Video Scribes as learning media are very effective in improving short story writing skill at Tenth Grade Students of SMAN 1 Tangerang Regency. Researchers conclude that: 1) teachers can create scribe video content with various material related to short stories, 2) students are very interested in short story material so that students can imagine and execute their ideas well, 3) teachers can create interesting videos, without having to create animation that takes a long time, 4) teachers can adjust the content of the material related to short stories according to the needs of students, 5) students do not get bored quickly and short story material is well understood.

E. CONCLUSION AND SUGGESTIONS

The results of the validation of video scribe were conducted by two Indonesian language teachers as material experts with average score 85%.

Whereas the results of the validation of short story conducted by two ICT media experts with average score 87%. Thus, according to the results of product validation, it was found that video scribe significantly improves short story writing skill at tenth grade students of SMAN 1 Tangerang Regency. After product validation, the researchers conducted a pretest test on Tenth Grade Students students of SMAN 1 Tangerang Regency, obtained an average value of 61.5 increased to 73.5. The lowest value at the pretest was 50, and the posttest value was 53. The highest value at the pretest was 73 and 83 in the posttest. The following is the recapitulation of the pretest and posttest values. Several suggestions for teachers, namely: teachers are expected to be able to use and develop video scribe not only on short story writing skills, but also on other Indonesian learning materials. Meanwhile, students are expected to be able to develop the ability to write short stories through scribe video media.

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