

Improving Your Skills In Writing Short Stories Through Cartoon Visual Media

Vebriana Anggita Putri^{a*}, Moh. Mu'minin^b

^{a,b}*Universitas PGRI Ronggolawe, Tuban, Indonesia*

e-mail address: anggianggi2202@gmail.com

Abstract

Learning to write short stories that are only theory-oriented makes students feel bored and even afraid. The skills of writing short stories for fourth-grade students have not shown maximum results. Teachers have not been able to cultivate interesting and fun learning because they only use the lecture method. The purpose of this study was to improve the skills of writing short stories using cartoon visual media in grade IV SDN Temaji III, Jenu District, totaling 26 children. This type of research is descriptive research with data collection techniques in the form of comparison of observations, interviews, and tests from each cycle. The data analysis technique used is qualitative and quantitative data analysis. Based on the results of research in the first cycle, students who completed writing short stories were 65% while in the second cycle it was 92%. So it can be concluded that visual cartoon media has been proven to improve short story writing skills in grade IV SDN Temaji III both in the process and the results.

Keyword: writing, short story, visual, cartoon;

1. Introduction

Learning to compose texts or writing is learning in Indonesian subjects that require special attention by the teacher. Writing is a skill that leans towards practice rather than theory, but so far learning to write is more often presented in the form of theory. This makes students less habitual to write. Students think that writing is a tiring activity because students are required to put their thoughts into writing, especially in making short stories.

Learning to write short stories becomes a scourge for students until they feel bored and even afraid. The teacher conveys more theories about the intrinsic elements of short stories and does not dare to give assignments to students to compose short stories. The teacher assumes that students' understanding of the intrinsic elements is the most important thing to convey in learning to write short stories.

Writing skills in acquisition and use are considered very difficult and difficult skills. However, writing skills are very important for students to master. By writing, students can express linguistic, personal, and social competencies, so that they can increase their degree in communication. Complex writing skills require a number of knowledge and skills. With serious practice, this ability can be possessed by anyone. The ability in question is the ability to write formally.

The skills of writing short stories in fourth-grade students of SDN Temaji III have not shown maximum results. Based on the initial reflection, students' ability in writing short stories is still below the Minimum Completeness Criteria (KKM) which is 80. The results of the analysis of the initial conditions show that the average grade IV students

are 26, students who achieve completeness are around 65%. This means that there are still 35% of students who score below the Minimum Completeness Criteria.

Visual media (Daryanto, 1993:27), means all teaching aids used in the learning process that can be enjoyed through the five senses of the eye. Visual media (images or parables) play a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student interest and can provide a relationship between the content of the subject matter and the real world.

A short story is a type of literary work in the form of prose and fictitious which tells or describes a story experienced by a character briefly accompanied by various conflicts and there is a solution or solution to the problem at hand. According to the KBBI, short stories are stories that contain no more than 10 thousand words. In general, stories in short stories can give a dominant impression and concentrate on the problems of one character. According to him in the short story there is no story up to 100 pages.

With various considerations, the researcher chose to use cartoon visual media. With this media, students can increase creativity in writing short stories. It is hoped that this method can build students' thinking concepts in compiling appropriate and interesting short stories. A good cartoon contains only one idea. Characteristic of cartoons using caricatures, satire with exaggerated symbols and humor of choice. The power of cartoons to influence public opinion lies in their compactness. In addition, for the purpose of learning a teacher must be able to assess and choose good and quality cartoons so that it will help the implementation of an effective and efficient teaching and learning process.

Cartoons are pictures with funny appearances that represent an event. Cartoon media is a form of graphic communication, which is an interpretive image that uses symbols to convey a message quickly and concisely or an attitude towards certain people, situations, or events. His ability is enormous to attract attention, influence attitudes and behavior. Cartoons usually only capture the essence of the message that must be conveyed and pour it into simple images, without detail by using symbols and characters that are easy to recognize and understand quickly. If the cartoon is well received, the big message can be presented succinctly and the impression will be long-lasting.

From the background of the problem, the formulation of the problem is whether visual cartoon media can increase creativity in writing short stories for fourth grade students at SDN Temaji III.

The purpose of this research is of course to increase creativity in writing short stories in elementary schools, which in fact there are still many students who do not understand how to write good and correct short stories in Indonesian lessons.

2. Research Method

The research method is the method used by researchers in collecting research data. By using the research method, it will be known that there is a significant relationship between the variables studied so as to produce conclusions that will clarify the picture of the object under study. Sugiyono (2017:2) revealed that "research methods are basically a scientific way to obtain data with certain goals and use".

The research method used is descriptive quantitative and qualitative descriptive research methods. By using the research method, it will be known that there is a significant

relationship between the variables studied so that the conclusions will clarify the picture of the object under study. According to Sugiyono (2017:29) descriptive research method, namely the descriptive research method is carried out to determine the existence of independent variables, either only on one or more variables (stand-alone variables or independent variables) without making comparisons of the variables themselves and looking for relationships with other variables.

2.1 Research design

The design of this research is classroom action research. One of the classroom action research is usually carried out by the teacher in the classroom or school where he teaches, with an emphasis on improving or improving learning processes and outcomes (Kemmis and Mc Tegart, 1996). This research was carried out in two cycles, each cycle consisting of four stages, namely: planning, implementation, observation, and reflection.

2.2 Independent Variables and Bound Variables

The independent variable in this study was the use of cartoon visual learning media. The dependent variable in this study is student learning outcomes after using cartoon visual media in short story writing skills. The population in this study were fourth grade students at SDN Temaji III, Jenu District, Tuban Regency. The number of students is 26 students consisting of 10 male students and 16 female students, all students are combined without any separation, both high, medium, and low abilities.

2.3 Data collection techniques

Data collection techniques used in this study were observation, documentation, and tests. Observation is the process of systematically observing and recording the observed symptoms. The activities carried out at this stage are observing the learning in the classroom and the results will be used as initial data in the study. Observations were carried out from the beginning of learning to the end of learning carried out by class teachers and researchers. In addition, observation activities were carried out to observe student activities during the learning process. The documentation method in this study was used to obtain information about the list of student names, list of grades, and learning tools. While the test method in this study was used to obtain data on student scores after learning. The test will be given twice to measure student learning outcomes. The initial test will be given before being treated with cartoon visual media, while the second test is given at the end of the lesson after being given treatment using cartoon visual media.

2.4 Data Analysis Techniques

The data analysis technique in this research is quantitative and qualitative data which is used to measure the improvement of student learning outcomes. Data analysis is a simplification of selectors to organize data systematically and rationally for research purposes. The purpose of data analysis is to simplify the data so that it is easy to

understand and clarify the interpretation of the data obtained in the field.

3. Result and Discussion

The ability of the fourth graders of SDN Temaji III in writing short stories can be said to be low. From the results of observations during the researchers conducted observations there were still many students who were less interested in learning to write, especially writing short stories. Students seem to have difficulty in pouring ideas into written form, this is due to several influencing factors such as the use of media and teaching techniques that are not suitable. Students' difficulties can also be seen from the results of student work. The results achieved by students are still low, this is evident from the contents of the short stories that are not in accordance with the theme and title, unclear plots, conflicts and characters.

The skill of writing short stories with cartoon visual media shows learning activities that are easier, more interesting, and fun. Because with cartoons, the pictures are more concise and contain fewer words and are easily understood and recognized by students. Cartoons can also make the learning process and teaching process run in a happy atmosphere and can indirectly convey messages, so that students find it easier to write short story ideas by looking at cartoon images directly.

Learning in the first cycle was felt not optimal both in terms of process and results. The teacher has not been maximal in providing understanding to students regarding the steps in writing short stories using cartoon visual media, causing a lack of response from students.

In the first cycle when learning was in progress, students who had attention in the good category were 7 students (27%), students who had attention in the moderate category were 10 students (38%), while those who paid attention to the poor category were 9 students (35%). In the first cycle, 65% (17 students) have completed their studies and 35% (9 students) have not completed their studies.

Based on the results of the analysis and evaluation of the actions taken by the teacher and the responses given by the students, in the second cycle, it showed that the short story writing learning activities had been carried out well, because the teacher had been maximal in guiding and directing students in writing short stories using cartoon visual media. In addition, students also gave a positive response because they were very interested in the media.

In the second cycle when the learning took place, the percentage of students who finished learning was 92% (24 students). It can be concluded that the learning carried out in the second cycle has taken place optimally, both in terms of process and results.

Table 1. Data of students' learning completeness scores

Number	Student learning outcomes	Cycle I Amount	%	Cycle II Amount	%
1	Complete	17	65	24	92
2	Not Complete	9	35	2	8

4. Conclusion

Based on the results of the discussion above, it is concluded that visual cartoon media is proven to be able to improve short story writing skills in fourth grade students of SDN Temaji III both in process and results. After participating in this lesson, students are more active and serious in writing short stories. Students also experience positive changes. These changes are shown by the behavior of students who are more serious and enthusiastic in participating in the learning process to write short stories. The improvement in writing ability can be compared from the score in each cycle.

Suggestions for classroom teachers to design learning implementation plans by placing students at the center of learning activities, preparing media that involve the sensory work process optimally so that it emphasizes the knowledge, experience, and skills experienced by students and makes short story writing activities more fun and meaningful. Finally, it can improve short story writing skills.

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