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ANALYSIS OF SHORT STORY WRITING SKILL BY USING INTERACTIVE MULTIMEDIA BASED ON THE RELIGIOUS CHARACTER OF STUDENTS PRIMARY SCHOOL GRADE 6

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Abstract

Interactive multimedia here is a learning medium that combines text, amber, audio. Interactive multimedia based on religious characters here is an interactive multimedia which contains the value of religious characters. The purpose of this study is to determine the ability to write short stories using interactive multimedia based on religious characters of grade 6 elementary school students. This research was a qualitative descriptive study. Verbal data in this study are the results of recording short story writing using interactive multimedia based on religious characters and nonverbal data, namely the value of the evaluation results of the ability to write short stories of grade 6 students using interactive multimedia based on religious characters. Subjects in this study were students of grade 6 Kawedanan 2 State Elementary School, totaling 39 people. This study uses data collection techniques, namely (a) observation, (b) interviews, and (c) tests. Data in this study will be analyzed with interactive data analysis techniques, namely data reduction, data presentation, and conclusion drawing. Based on the results of the evaluation given, students' short story writing skills are good. All students have achieved the Minimum Completion Criteria that has been set, namely 75. In learning to write short stories, the average grade is 82.18% of the total 39 students. The lowest value is 75 and the highest value is 90.

Keywords: *interactive multimedia, religious, short stories writing*

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A. INTRODUCTION

Language cannot be separated from human life, because every human being always uses language for his life so that language can be said to belong to humans. In all aspects of human life use language. Language is a tool to convey the contents of the mind, language also to communicate, language is a tool for interacting. In language there are four language skills that must be mastered or taught to students when attending school. There are four skills in language, namely listening skills (listening), speaking skills, reading skills, and writing skills. This is in

line with the opinion of Tarigan (2008: 1), which states that language skills in the curriculum in schools usually cover four aspects, namely (1) listening skills, (2) speaking skills, (3) reading skills, (4) writing skills . The four skills are interconnected.

Each student must have these four skills. Skills that must also be mastered are writing skills. That is because writing skills are one of the important skills for students. Basically, people write because they want to convey their ideas, thoughts, and feelings to others through writing, so that others know what is their thoughts and feelings. This is in line with the opinion of Wardoyo (2013: 2) explaining that writing is defined as an activity of finding ideas, organizing also communicating these ideas so that they can be enjoyed by others. Writing skills are language skills that are active and productive. These skills are said to be productive because writing skills produce a written product that can be read by others, where the content in the writing contains ideas, thoughts, ideas of the author.

Writing skills have an important role in language learning. The success of students in participating in teaching and learning activities at school is determined by their ability to write. In addition, by writing, students can express ideas, thoughts, and feelings to provide information to others in writing. By writing, students can grow their creativity. Therefore, writing learning must be trained in students from an early age. Because writing skills are the basis that students use to learn. By writing skillfully, students easily follow learning.

Writing is a productive and expressive activity, so writing skills as productive skills require accuracy in the use of language. This is in line with the opinion of Nurjamal et al., (2011: 4) "Writing is an active language skill. Writing is also the peak of a person to be said to be skilled in language. Writing is a very complex skill. Writing writing is also a medium to preserve and disseminate information and knowledge ".

In writing activities, the writer must be skilled at utilizing the structure of language and vocabulary. This writing skill will not come automatically, but must go through many and

regular exercises and practices. Writing skills cannot be owned by a person naturally, but are obtained through the learning process. In order to be able to write well students must be equipped with sufficient knowledge. In addition, it can also be obtained through the willingness to learn and practice earnestly.

Based on observations at Kawedanan 2 State Elementary School, it is known that many students lack skill in writing, especially writing short stories. Some students find it difficult to develop ideas into a short story. Students assume writing is a difficult thing. Seeing this phenomenon, there must be innovation in learning to write short stories so that the writing skills of writing students increase.

One way to optimize the writing learning process so as to improve writing skills is by providing innovative learning media. According to Arsyad (2013: 10) learning media explains that learning media is everything that is used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning. This shows important learning media to be given to elementary school students because learning media can stimulate students' mindset.

By using learning media, students' motivation to attend learning will increase. In learning students will also be more active in learning. Learning media can also overcome the limitations of the senses, space and time. In addition, with the media, learning materials will be more clearly defined so that students can better understand and enable students to master the learning objectives well.

Based on the description above, it is necessary to create a media that can generate new desires and interests, generate motivation and stimulation of student writing activities. One of the learning media that can be used to arouse students' interest in writing is interactive multimedia. Riyana (2007: 5) states that interactive multimedia is a tool or means of learning that contains material, methods, boundaries, and ways of evaluating that are designed systematically and

interestingly to achieve the competencies or sub-competencies of subjects that are expected in accordance with the level of complexity.

By using interactive multimedia, students can practice writing short stories not only in school and not just with the teacher's guide. This is because in interactive multimedia combining text, graphics, animation, audio, and video that students can use in independent learning so students can continue to practice their writing skills at any time. Based on this, the purpose of this study is to know the ability to write short stories using interactive multimedia based on religious characters of 6th grade elementary school students.

B. RESEARCH METHODS

This research is descriptive qualitative research. Qualitative research is research that presents data in the form of words and languages. The main objective of descriptive qualitative research is to describe the facts systematically using words, while the purpose of this study is to determine the ability to write short stories using character-based interactive multimedia in grade 6 elementary school 2 Kawedanan.

The data in this study are verbal data and also nonverbal data. The verbal data in this study are the results of recording short story writing using character-based interactive multimedia and nonverbal data, namely the value of the evaluation of the ability to write short stories of grade 6 students using character-based interactive multimedia.

Subjects in this study were students of grade 6 elementary School 2 Kawedanan, totaling 39 people. The object of this research is the analysis of the ability to write short stories by using interactive multimedia based on the character of grade 6 students of State Elementary School.

Collecting data in this study uses data collection techniques consisting of (a) interviews, (b) observations, and (c) tests. The data collected in this study was then analyzed. Data analysis is a process of compiling data that has been collected so that it can be interpreted and concluded

(Wiyono and Burhannuddin, 2007: 90). Research data used in this study is qualitative data analysis. Data analysis techniques will be carried out with interactive model data analysis techniques, namely by using three methods, namely (a) data reduction, (b) data presentation, and (c) conclusion drawing or verification.

C. RESEARCH RESULT AND DISCUSSION

This study will explain the results of the analysis of the ability to write short stories using interactive multimedia based on religious characters of grade 6 elementary school students. Based on interviews with teachers, observations have been made in the 6th grade of Indonesian language, short story writing skills, and the results of students' short story writing tests are as follows.

The learning of short story writing by using interactive multimedia is carried out on the 6th grade students of Kawedanan 2 state elementary school with 39 students. The material used in this lesson is to transform poetry into prose.

Learning is done after the first break. The opening activity begins with greeting the students and say the greeting answered by the 6th graders simultaneously. After greeting and greeting the students, then check the attendance of students by calling the students name according to the existing data. At the time of execution of learning by using this interactive multimedia, all the 6th grade students present as many as 39 students.

In this core activity, learning starts from displaying interactive multimedia based on religious characters in students. Interactive multimedia applied is interactive multimedia based on religious characters. It is said to be based on religious character because in the interactive multimedia the value of religious characters is contained. Religious values contained in multimedia are inserted in examples of poetry and short stories.

After that, students are given an explanation of poetry, prose, and short stories. After explaining the differences from poetry and prose, then the students are given a description of the steps to turn the poem into a short story. At the time of explanation using interactive multimedia, students are very enthusiastic because students rarely use interactive multimedia. Students focus on the explanation given. After being explained about the steps to change poetry, students are then given examples of how to turn poetry into prose. In the simulation, students are guided from step 1 to the final step with guidance. In the simulation a poem is displayed which will be converted into prose. Students read the poem carefully. Students seem calm when reading poetry. After finishing reading poetry, students are guided to find themes, atmosphere, and mandate in poetry.

After that, shown step 1 that already exists in interactive multimedia. After students understand with step 1, students will be invited to step 2, which is to determine characters and characterizations. At this stage students have begun to dream about giving the character the character in the short story that will be made. After that, students enter the step when they are determining the flow. At this stage, students also begin to determine the path to be used, in the example of interactive multimedia using an advanced flow. The forward channel is chosen because the simplest forward path is suitable for elementary school students. After the third step, then the fourth step is to determine the background. Here students must also determine the place, time, and atmosphere. In the examples given, the setting of the time of day, the atmosphere of sadness and joy, the airport and Amsterdam are determined. The fifth step is to title the story and start writing stories. After finishing giving examples, students are given the opportunity to ask questions. There were several students who asked about how to determine the atmosphere, then they were given an explanation of how to determine the atmosphere.

After completing the explanation, students are given 10 questions about what has been described.. This question is found in interactive multimedia. When finished, students are given

another chance to ask. After there were no questions from students, the class was formed into 6 groups. Each group is given a student worksheet. In the student worksheet there are two description questions. The first is to determine the theme, atmosphere and mandate in poetry. The second is the form of an order to turn poetry into a prose. Students are given the opportunity to ask questions about the assignments that have been given. There are no students who ask, things that show that students already understand the questions in the student worksheet. After that, students are shown poetry which will be analyzed and converted into a prose in interactive multimedia.

Students seemed to read poetry contained in interactive multimedia with calm and concentration. After reading, students discuss with the group. Each group begins to find themes, atmosphere, and mandate in poetry. Based on this, students will determine characters and characterizations. After that, determine the path, determine the background, title and write it in a simple short story. When writing short stories each group works together to complete the stories they make. They seemed enthusiastic about completing the story.

Based on the evaluation results that have been given, learning to change poetry into prose is good enough. All 6th grade elementary school students have reached the minimum completion criteria that has been set, namely 75. In learning to write short stories, the average grade is 82.18% of the total 39 students. The lowest score is 75 and the highest value is 90. There are 7 students who get a score of 70. Students who get 80 grades are 14 students, while students get 85 as many as 12 students. Students who get 90 grades are 6 students. Based on this, it is evident that all students or 100% of students have received complete grades.

D. CONCLUSION AND SUGGESTIONS

1. Conclusion

Looking at the exposure described above, it was concluded that short story writing skills using character-based interactive multimedia in grade 6 elementary school students had been done well and had good results. Based on the evaluation results that have been given, learning to write short stories is good. From the results of the evaluation, it is known that the average grade of 6 elementary schools is 82.18% of the total 39 students. All students or 100% of students have received complete grades. This shows that short story writing skills using interactive multimedia in grade 6 elementary school students are good.

2. Suggestions

Suggestions are given for elementary school teachers to always train students to write, especially short story writing. It is expected that elementary school teachers will motivate students to always practice writing. In addition, teachers should also motivate themselves to innovate to create interesting media learning so as to enhance students' skills. For students, also must continue to practice to write because denan serin practice will increase the skills possessed.

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