

Application of Pop Up Media Based on Culture for Skill Writing Short Stories of Fourth Grade Students

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Abstract

The objective of this research are to plan the learning of short story writing skills by using pop-up media based on culture, to implement short story writing skills by using pop-up media based on culture, and to evaluate the learning of short story writing skills by using pop-up media based on culture. Data analysis technique in this research is descriptive qualitative research. Sources of data in this study include informants, places and activities, and also documents. Informants in this study are the principals, classroom teachers, and fourth grade students. The data collecting techniques used were observation, in-depth interviews, and documentation. The results showed that this lesson plan includes syllabus, RPP, pop up media, and test questions. Implementation of short story writing skills by using pop-up media begins with reference to RPP and prepare teaching materials. The teacher asked the students to define their own learning objectives and organize lesson activities. Evaluation of learning outcomes done after completing one SK / KD through written test with the criteria of student success of 7.5.

Keywords: *Writing Skills, Short Stories, pop up media*

Introduction

Writing skills in Indonesian language learning is one of the language skills used to communicate indirectly, not face to face with others (Tarigan, 2008: 3). Writing means putting the ideas that are in the mind in writing. Writing has a purpose so readers can receive the information written.

Learning writing skills is very important to be taught at the elementary school level so that students can engage in reading and writing activities. Writing skills are the basis of student learning in order to determine students in further writing in the next class. Without adequate writing skills from an early age, students will experience learning difficulties in the future.

One of the skills to write for fourth grade students in elementary

school is writing short stories. According Widymartaya (2005: 102) write short story is to write about an event or main event. However, each student has the ability to write short stories differently. There are students who are able to write a short story well, there are also students who are still not able to write a short story well.

To optimize learning outcomes, especially writing skills, proper and planned writing planning is required. Based on the results of interviews of fourth grade teacher Bangunsari 01, Ponorogo, obtained data that in teaching short story writing the teacher has not implemented the appropriate learning media so that students have difficulty in developing ideas so that students only follow the short story that already exists. We recommend that teachers should guide students to write short stories, ranging from the stage of raising ideas and ideas, development stage, to the stage of writing a short story as a whole. Cultural stories have not been taught by teachers. Teachers also have never applied pop up book media to help students in generating ideas and ideas.

Dzuanda (2011: 1) explains the notion of pop ups is a book that has moving parts or has a three-dimensional element and provides a more interesting visualization of the story, ranging from the image view that can move when the page is opened. The use of pop-up media is expected to motivate students in writing short stories. Students can also assemble stories that are in the pop up to form a coherent sentence. In addition, pop-up media can also reduce the saturation so that students can follow short story writing lessons with passion.

Research Methods

Sources of data used in this study include informants, places and activities, and documents. Informants in this study were principals, classroom teachers, and fourth grade students. . Data collecting techniques used are observation, interviews, and documentation. Triangulation technique is a technique of examination by utilizing the use of the source. The data collected in this study were analyzed based on an interactive analysis model developed by Miles & Huberman. There are four components of analysis performed with this model, namely data collection, data reduction, data display, and conclusion.

Results and Discussion

Planning of Learning Skills of Short Story Writing with Pop up Media at SDN 01 Bangunsari, Kabupaten Ponorogo

The first stage of short stories writing skill learning in SDN 01 Bangunsari was forming the preparation of lesson plans by classroom teacher. This lesson plan includes syllabus, RPP, and provision of pop-up book media. Assessment tools were also prepared to assess students in terms of affective, psychomotor, and cognitive.

The effectiveness of the learning by using media pop up as stated by Muktiono (2003: 65), the pop up is a bojok that has some pictures that can be upheld, can form beautiful object and can move or give amazing effect. Pop up is a book that has the three-dimensional element and can move when its pages opened, in addition the pop up have beautiful pictures and can be upheld. Pop up media is suitable as teaching media of Elementary school.

The fourth grade teacher conducted classroom lessons with pop up media and referred to the RPP (lesson plan) that had been compiled. Before pop-up media was used, teachers motivate students to be active in learning short story writing activities by using pop-up media. Teachers should conduct the condition of the class first by providing guidance that the use of pop up media can be started in a calm situation so that students are able to read short stories in the pop up media carefully and write a short story well. The title of the story is the learning of writing skills that is *Reog Ponorogo*.

The purpose of the fourth grade teacher was preparing a short story writing skill lesson plan with pop-up media is to give skill in writing short stories, start from determining the theme, composing the simple essay and then composing the essay with good language and enhanced spelling. If students were able to write a short stories well, the pop up media that has been prepared by the teacher can be said to be successful and optimal. Thus, if the preparation phase was done maximally by the teacher, it was assumed that the learning implementation will be more effective and efficient.

The Implementation of Teaching Learning Short Story Writing Skill by Using Pop up Media in SDN 01 Bangunsari, Ponorogo

The implementation phase of teaching learning short story writing skill was started by fourth grade teacher systematically after arrangement of lesson plan. Teachers started the learning referred to

the SK / KD that had been determined and used teaching material that had been prepared, which were short story material and pop up media. In addition, teachers also prepared the students teaching equipment has been prepared by the teacher, the teacher conducted the class and did opening by asking students whether any of the students who have read stories with pop up media. If so, what stories have been read. The teacher explained the pop-up media and short story material about the elements of the short story as well as the things that need to be considered in writing short stories. Later, students observed pop ups and were asked to read pop ups and frequently asked questions about the contents of the story in a pop up.

The next meeting, the teacher explained about how to develop the essay framework into a short story, then students were asked to ask some questions if it so and things that were not clear about writing short stories by using pop-up media. The teacher assigned the students the exercise of short story writing by considering the elements of short stories and linguistics (spelling and sentences). Representatives of the students came forward to read the results of short stories and other students listened. The teacher discussed some short story from the students and explained the shortcomings of short stories that have been made by the students. Students with teacher guidance concluded the results of learning activities. At the end of the lesson, the teacher did not forget to give moral value to the students.

The condition of the class during the teaching learning writing skills by using pop up media in SDN 01 Bangunsari looked different. Students were become more high-spirited and enthusiastic because the short stories that are read are three dimensional and colorful. Students seemed to study the story well and peacefully.

The implementation of teaching learning of short story writing skill by using pop up media has advantages. One of the advantage is the atmosphere and behavior of students can be influenced from the story in the form of three dimensions and full color. The storyline was taught in simple words so that it is easy to be understood and logically order so that students were able to make students more enthusiasm to learn.

The Evaluation of Learning Outcomes of Short Story Writing Skills by Using Popup Media in SDN 01 Bangunsari, Ponorogo

To know the success of teaching learning of short stories writing skill by using pop up media in SDN 01 Bangunsari, fourth grade teacher

held an evaluation. The evaluation was conducted after the pop media was read by the students, then the teacher gave the Student Worksheet (LKS).

Assessments made in short story writing skill were assessment of processes, attitudes, and outcomes or products. Aspects assessed in the process are students' attention to teacher's explanations, activeness, enthusiasm, courage, enthusiasm of learning, and independence while doing the task. Aspects of assessments of attitudes are confidence, tolerance, responsibility, cooperation, and discipline. Aspects of assessment of products are the determination of theme, characters, plot, setting, moral value, and style of the story.

The form of assessment in learning to write a short story is an individual task through a written test. Each student worked on the problem after reading short stories from pop up media. The written test given is to write a short story by considering the theme, character, plot, setting, moral value, and style of story. After the students have done the written test (writing short story), the teacher assesses the students' results by using guidelines in the form of a grading grid. Activity is said to be successful if students can get a score of ≥ 75 on the posttest evaluation and get a score of ≥ 75 in the evaluation process.

Conclusions And Suggestions

Conclusion

In the planning stage of learning, third grade teachers prepare learning tools for writing short stories, namely syllabus, lesson plan (RPP), and pop-up book media in order to make the learning more effective and efficient. Preparation of learning planning was done at the beginning of the semester before active learning and the maximum lesson plan (RPP) has been prepared one week before the lesson is implemented. Learning tools, especially the syllabus, are checked by the principal before the learning was done.

In the implementation stage of learning, third grade teachers start learning by referring to the pre-determined lesson plan (RPP), then the teacher prepares the learning tools. The teacher gave a preliminary briefing so that the student knew the purpose and explained the topic of pop up and spelling use. The condition of the students when they follow the learning of short story writing skills by using pop up media become more conducive, relaxed, happy, interested to pay attention,

the students easily understand the subject matter presented by the teacher.

Evaluation of learning result of short story writing skill is done after completing one KD which reads "arrange an essay on various simple topics by observing the use of spelling (capital letters, periods and commas). Evaluations was in the form of individual written tests. The written instrument is to write short stories by considering the themes, characters, plots, settings, moral value and styles of the story. The students can be said successful if they gained score ≥ 75 on a posttest evaluation and score ≥ 75 in process evaluation.

Suggestion

For teachers: learning media has an important role in learning especially short story writing skills. Therefore, the teachers should use media in teaching learning short story writing skill, one of the learning media is pop up media. Teachers are advised to be able to utilize this pop-up media optimally in order to create a fun and useful learning for students. For Students: it is also expected that students do not feel bored and can learn actively so that the learning atmosphere becomes more fun so that they can write short stories by using pop up media that has three dimensional elements and provide a more interesting story visualization.

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