

FABLE WRITING SKILLS IN THE INDONESIAN LANGUAGE THROUGH THE USE OF SHORT FILM LEARNING MEDIA IN CLASS VII STUDENTS OF SMPN 2 SEMAAPURA

I Gede Jana Utama¹, I Nyoman Suparwa², Ni Made Dhanawaty³

gede.jana@outlook.com
Udayana University, Denpasar 80114, Indonesia

Abstract

This study was aimed at analyzing (1) the students' ability in writing Indonesian fable stories before and after utilizing short film as a learning media; (2) the effectiveness of using short film in enhancing the ability to write Indonesian fable in the seventh-grade students of SMP Negeri 2 Semarang. This research was descriptive qualitative research. In line with that, the data collection techniques were tests, questionnaires, and observation. The test was passed twice, namely for pre-test before being given treatment and post-test after being given treatment. Data collection was continued by spreading questionnaires via Google Form link after the post-test, and observation was conducted while applying the treatment in class. The result revealed that students' initial ability in writing Indonesian fable was not yet in the 'good' category based on the pre-test. This is proven by the validity that there were only one out of fifty students achieved above 70 in the 'good' category while 80% of the other students achieved less than 70. Students' writing ability was then improved after being given treatment in utilizing short film as learning media which was proven by none of the students who achieved the 'very poor' or 'less' scores categories. The low consequence of the students' pre-test was due to the deficiency of information they had about Indonesian fable stories written. In addition, the application of short films as learning media in the learning process was considered to have a consequential effect on improving the ability to write Indonesian fables. Based on the results of the questionnaire that there were 29 (58%) students considered the usage of the short film in the 'very good' category, there were 16 (32%) students who determined the 'good' category, while 5 (10%) other students assumed that the usage of the short film is categorized as 'enough'. In addition, the outcomes of observation also confirmed that students were more active and convinced in the learning process when the treatment was applied, so it impacted the improvement of better writing ability in Indonesian fable stories.

Published by IJRP.ORG. Selection and/or peer-review under responsibility of International Journal of Research Publications (IJRP.ORG)

Keywords: Fable Story, Learning Media Short Film, Writing Ability

1. Introduction

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has officially declared September 8th to be International Literacy Day. International Literacy Day is announced by UNESCO in 1967 as a commemoration to maintain the importance of literacy for every individual, community, and society. Every year, UNESCO reminds the international community to always be active in literacy movements. International Literacy Day is celebrated by all nations around the world. Ironically, according to statistical data from the World's Most Literate Nations as of March 2016 (webcapp.ccsu.edu), out of a total of 61 countries, Indonesia is rated 60th with a very low literacy rate. Thailand rates 59th and the last position is

filled by Botswana. Meanwhile, Finland, the country with the best quality of education in the world (World Top 20 in 2017), was rated foremost with a very high literacy rate, almost reaching 100%.

This data clearly shows that the literacy culture in Indonesia is still far behind other countries in the world. Quoted from other research data published by the United Nations Development Program (UNDP), the level of education based on the Human Development Index (HDI) in Indonesia is still inadequately categorized as low, namely 14.6%. This percentage is much lower than neighboring countries, Malaysia, which reaches 28%, and Singapore, which reaches 33%. The low level of education will have a consequence on the low quality of linguistics possessed by the Indonesian people which also affects the linguistic quality of the students. The intelligence possessed by the community, especially students, at this time is certainly very questionable considering that the information obtained is very low because of the poor literacy civilization.

The poor literacy culture also affects a significant consequence on the quality of education in Indonesia. Education is a conscious and arranged endeavor to construct a learning atmosphere and learning process so that students actively expand their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. (Law No. 20 of 2003). One of the problems faced in global education is that the learning process is still weak (Sanjaya, 2009: 1). Learning is defined as an interaction between students and teachers and various learning resources in a learning environment. Learning involves three main components interrelated with one another, namely educators, students, and curriculum.

The 2013 curriculum is known as the third curriculum during the political reform era. The Indonesian language subject is one of the subjects that have undergone a significant overhaul in the 2013 curriculum. The hallmark of the material in Indonesian subjects is the text. In the 2013 Curriculum, various sorts of texts are equipped. Text becomes the primary function in teaching language skills to students. Therefore, teachers are required to be observant in explaining and teaching texts to their students. Indonesian is the fundamental language of students, especially in public schools in Indonesia, in understanding all forms and methods of learning in schools. Learning to write Indonesian texts, especially narrative texts, is still considered difficult and seems less attractive to students. Another condition that provokes learning Indonesian to feel unattractive is the inflexible learning activities of students because the teacher's role is still dominant in the teaching and learning process.

Learning that takes place in schools is deemed necessary to be optimized again. Teachers are mandated to be able to motivate students to be vigorous, creative, and organized towards myriad existing concerns. Hence, one of the sufficient innovations is implementing learning media through Indonesian language cartoons. The film is an efforts combination to transfer messages through moving images, camera technology, color, and sound. Those features are motivated by a story that contains a message to convey to the film audience (Susanto, 1982: 60). Husmiati (2010) explained that film as a learning tool has several advantages, including; making learning attractive and varied; stimulating the imagination; filming as a fun audiovisual; making learning effective and active, and improving script writing.

Empirically, to confirm the effect of short film learning media on writing ability, a qualitative descriptive study was carried out with the title "Indonesian Fable Writing Ability through the Use of Short Film Learning Media in Class VII Students of SMP Negeri 2 Semarang".

2. Theoretical Framework

The theory used in this study is an elaboration of the opinions expressed by quite a few experts, especially in the field of language learning. In this section, several theories form the basis of this study.

A. Psycholinguistic Theory in Language Learning

Chaer (2003: 6) argues that psycholinguistics attempts to explain the nature of the language structure, and how that structure is obtained, used when speaking, and when understanding sentences in the speech. In essence, there is a process of producing and understanding speech in communication activities. The

psycholinguistic theory is a theory that discusses how people use language as a system and how people can acquire language so that it can be used for communication. Psycholinguistic also discusses how language is received and produced by the user, how the human brain operates related to language, the theory of language acquisition by children, the difference between language acquisition by children and language learning, and the interference of the mother tongue system to the studied languages.

In line with language learning, students are subjects in learning. Therefore, in this case, students are considered as an organism whose activity is to achieve the realms of psychology, cognitive, affective, and psychomotor. The ability to use the language both receptively (listening, speaking, and reading) and productive (speaking and writing) apply these three domains (Lisnawati, 2008).

The general purpose of language learning is that students can use proper and correct Indonesian, both in spoken and written language. So that students can speak Indonesian properly and correctly, knowledge of the rules of the language is required. The rules of language are studied in linguistics. To be able to use the language fluently and communicatively, students do not only simply understand the rules of the language, but also need cognitive readiness (mastery of language rules and material to be delivered), affective (calm, confident, confident, able to Eliminate anxiety, doubt, and anxiety), and psychomotor (fluent pronunciation, skill in choosing words, phrases, clauses, and sentences). Thus, it is evident how consequential is the role of Psycholinguistics in language learning.

B. Behavioristic Learning Theory

Behaviorism learning theory is a learning theory of behavior change as a result of the interaction between stimulus and response. In other words, learning is a condition of change experienced by students in terms of their ability to behave in new ways as a result of the interaction between stimulus and response. A person is considered to have learned something if he can show a change in his behavior. For example; students cannot be said to be successful in learning Social Sciences if they are unable or unwilling to involve themselves in social activities such as; community services, patrols, etc. (Budiningsih, 2005: 20).

According to Sujanto quoted in Kusuma (2016: 129), behaviorism implies the flow in psychology whose object of research is something that can be sensed, namely observable behavior that is observed. In the operant habituation theory in behaviorism, Skinner divides two behaviors in language acquisition. The first is the behavior of the answer (respondent behavior). In this behavioral phase, the reaction occurs by itself, as soon as the stimulus appears. The second is operant behavior. In this phase, the stimulus is not generated but derives from the organism itself (Syahid, 2015: 92). There are several external factors based on behaviorism theory that are critical in the language learning process, namely (1) frequency, (2) imitation, and (3) reinforcement (Budiyono, 2012: 7).

3. Research Method

This research is descriptive using a qualitative approach based on the research objectives and background. This study discussed the skills of writing Indonesian fable stories before and after treatment, namely by applying short film learning media to seventh-grade students of SMP Negeri 2 Semarang. According to Sukmadinata (2013), descriptive research is at describing a situational phenomenon and is carried out without manipulation or paying particular attention to the research subject. Hence, it at describing the spectacle from the data obtained naturally and objectively without evaluating the correlation of variables. This study described the ability to write Indonesian fable stories, analyzed data, and finally concluded the effectiveness of implementing short film learning media downloaded through the Indonesian Fairy Tales YouTube channel.

This study was initiated by determining the criteria for the sample based on research necessities. After determining the sample, the researcher then conducted a basic ability test for the selected respondents in the study, namely pre-test. The results of the initial test would be analyzed to determine the students' initial writing skills and determine students' difficulties in writing Indonesian fables. Furthermore, the difficulties faced by students will be used as fundamental needs of students to provide action or treatment by utilizing

learning materials and facilities to support the usage of short film learning media to improve writing skills in Indonesian language fables. At the next meeting after the treatment, the students were allowed to watch a short fable film and do the final test or post-test to determine the effectiveness of the short film learning media on Indonesian fable writing skills. Beside, the data were collected by the use of tests, questionnaires, and observation.

Data analysis is the procedure of systematically exploring and compiling data obtained from tests results, questionnaires, and observations by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are crucial and what will be studied, and finally concluding so that the results are easily understood by others (Sugiyono, 2017: 335). In analyzing the data, the researcher used a procedure known as the interactive model proposed by Miles, et al. (2014).

4. Result and discussion

The research results in this section are presented based on the students' learning outcomes acquired before applying the short film as learning media, namely the pre-test, and the students' learning results regarding Indonesian fable texts after using the short film, namely post- tests. At this point, the two forms of tests were given to students in the form of writing a fable based on a film watched during the treatment process, the short film was entitled "Si Singa dan Si Tikus".

A. Pre-Test

Based on the test results, even though the students were offered freedom in choosing their respective fable stories to write, the skills of these seventh-grade junior high school students were not yet in the 'good' ability category. The results of the students' fable writing for the pre-test are presented in the following table.

Table 1. The Pre-test Result of Students' Writing Ability

No	Writing Assessment						Score
	Content	Organization	Language	Vocabulary	Mechanics	Tidiness	
1	15	10	7	6	2	3	43
2	15	11	5	7	3	4	45
3	16	8	11	10	4	4	53
4	13	11	11	9	3	5	52
5	20	20	9	12	3	5	69
6	15	15	10	6	2	4	52
7	19	14	10	7	3	5	58
8	16	11	8	9	3	4	51
9	12	10	5	5	4	2	38
10	20	13	6	6	3	5	53
11	11	15	11	7	3	4	51
12	21	12	9	10	3	2	57
13	21	19	10	10	4	4	68
14	15	11	6	9	3	4	48
15	20	16	11	7	4	3	61
16	17	9	6	6	2	2	42
17	16	10	10	6	3	3	48
18	20	19	8	10	4	5	66
19	21	16	11	9	3	5	65

20	16	10	10	9	4	4	53
21	12	11	9	6	3	3	44
22	18	12	15	9	4	4	62
23	16	17	7	8	4	5	57
24	20	15	15	12	4	5	71
25	15	11	6	7	3	4	46
26	16	15	11	10	4	4	60
27	15	12	10	9	3	4	53
28	21	9	10	6	3	2	51
29	16	12	9	10	4	5	56
30	16	19	11	9	4	2	61
31	16	11	8	7	4	4	50
32	11	11	10	10	3	3	48
33	20	11	10	5	4	4	54
34	11	20	9	6	3	2	51
35	21	15	15	7	4	5	67
36	21	12	7	10	4	4	58
37	13	16	15	6	3	4	57
38	20	10	6	7	2	2	47
39	15	11	11	10	3	5	55
40	19	12	10	10	3	2	56
41	16	17	10	9	4	4	60
42	17	12	9	7	3	5	53
43	15	11	11	10	4	2	53
44	21	20	10	9	3	5	68
45	16	15	10	9	4	4	58
46	16	14	9	6	4	2	51
47	16	11	11	9	4	4	55
48	12	10	8	8	3	4	45
49	20	13	11	12	4	3	63
50	11	15	10	7	3	2	48
Students' Average Score							54,6

The results of the initial writing mastery test on Indonesian fable stories conducted by fifty students above showed that the average ability of the students did not reach the 'enough' category. In this case, the student's ability based on their writing results of a fable story with the most elevated score was only obtained by one student. The dominating score was the 'less' category. The most dominant score with the 'less' category was as many as 26 (52%) out of 50 students. Furthermore, the 'good' category was only obtained by one student (2%), and students with the 'fair' score category were 12 (24%). The last score category was in the 'very poor' as many as 11 (22%) students. The student ability data based on the categories above have confirmed that the writing ability of seventh-grade students of SMP 2 Semarang was still lacking and only one out of fifty students scored above 70 in the 'good' category while 80% of other students scored less than 70.

B. Post-Test

The post-test as clarified earlier was allotted to the same class of fifty students to test their abilities to write Indonesian fables. This second process of testing students' writing abilities was conducted after giving treatment which is a learning process employing a short film, the film was entitled "Si Lion dan Si Tikus" as a

learning medium. Based on the test results, the skills of the seventh-grade junior high school students can be said to be successful because the score of the writing fable stories increased when compared to the previous test conducted before the treatment. This is evidenced by the developments of students' tests presented in the following table.

Table 2. The Post-test Result of Students' Writing Ability

No	Writing Assessment						Score
	Content	Organization	Language	Vocabulary	Mechanics	Tidiness	
1	26	18	16	10	3	3	76
2	25	21	15	9	3	4	77
3	28	22	17	10	4	4	85
4	25	23	15	9	3	5	80
5	26	20	17	12	3	5	83
6	24	21	18	9	4	4	80
7	27	23	16	9	3	4	82
8	24	20	18	10	3	4	79
9	26	23	15	10	4	5	83
10	20	15	16	12	4	5	72
11	22	15	16	9	4	4	70
12	21	16	14	10	3	5	69
13	18	18	15	9	4	4	68
14	25	21	15	9	3	4	77
15	26	20	11	8	4	5	74
16	24	19	16	8	2	4	73
17	22	21	14	9	3	4	73
18	20	20	16	10	4	5	75
19	21	25	15	9	3	5	78
20	26	26	15	9	4	4	84
21	24	23	10	6	3	3	69
22	25	21	15	9	4	4	78
23	27	20	7	8	4	5	71
24	24	25	16	12	4	5	86
25	16	24	11	7	3	4	65
26	25	21	15	11	4	4	80
27	27	20	10	10	3	4	74
28	17	19	8	12	3	5	64
29	26	21	12	10	4	5	78
30	23	20	11	9	4	4	71
31	25	21	15	10	4	5	80
32	20	21	13	7	3	5	69
33	21	23	16	9	4	4	77
34	21	20	15	10	4	4	74
35	25	21	17	10	3	4	80
36	26	22	15	9	4	4	80
37	24	20	17	8	3	5	77
38	22	23	18	8	4	5	80

39	20	20	14	8	2	4	68
40	27	25	16	8	3	5	84
41	24	24	14	12	4	4	82
42	26	21	16	7	3	3	76
43	20	20	15	11	4	4	74
44	22	21	15	10	3	5	76
45	19	21	9	8	4	5	66
46	21	23	15	10	2	4	75
47	21	20	10	9	3	4	67
48	24	23	12	10	3	4	76
49	16	21	11	9	4	4	65
50	21	15	13	7	3	5	64
Students' Average Score							75.4

The results of the post-test above showed that the average ability of the students reached the 'good' category. In this case, the student's ability based on writing fable stories with the highest score was obtained by fifteen students. Moreover, the dominating score was the 'good' category as many as 24 (48%) of 50 students. Furthermore, the 'very good' category was obtained by 15 (30%) students and 11 (22%) categorized as 'fair'. In addition, none of the students scored in the 'very poor' and 'less' categories. The data on students' abilities based on the categories above had proven that the writing ability of seventh-grade students of SMP 2 Semarang after applying the Indonesian language short film fable learning media are considered effective in enhancing writing ability, especially Indonesian fable stories.

In line with the finding, it is inevitable to say that applying a short film that aims to make the film as a student experience in obtaining information directly can improve the skills of writing Indonesian fable stories as evidenced by the post-test results. The outcomes of this study are in line with several pursuits of short films as learning media according to Husmiati's (2010) belief, namely 1). Make learning fascinating and varied, 2). Stimulate imagination, 3). Film as a fun audiovisual. 4). Make learning sufficient and dynamic, 5). Enhance script writing skills. In addition, the results of this study are in line with a previous study conducted by Kesuma, Simpen, and Satyawati (2019) that the application of short film learning media simulates students' skills in writing Balinese drama scripts.

C. Effectiveness of Using Short Film Learning Media

In addition to enhancing student learning outcomes behind applying short film learning media, the effectiveness of the application of short films as learning media was also evidenced by the student's reactions to the application of these learning techniques and the learning process. Based on the questionnaire results, the students' answers that dominate were 'agree' to the statements provided on the questionnaire sheet. The respondents in this study did not assume that the usage of the short films as a learning medium was categorized as 'less' or 'very lacking' because the lowest response was in the 'enough' category with 5 (10%) of 50 students choosing this category. In addition, there were 16 (32%) out of 50 students considered that the usage of short films in improving their Indonesian fable writing ability was categorized as 'good'. Furthermore, there were 29 (58%) other students who considered the use of the short film in the 'very good' category. Therefore, based on the scopes of the questionnaire stated that the students agreed that;

1. The success of the learning process is approvingly dependent on the teacher's creativity in composing the course.
2. The learning media utilized can assist the teacher in delivering learning messages and information.
3. The usage of learning media can expand and direct students' attention to focus more on the information to be acquired

4. The usage of short film learning media can overcome the boundaries of students' senses, space, and time management during the learning process.
5. The usage of short films as learning media that can provide an even distribution of learning experiences to students.
6. The short film learning media that is applied can boost receptive and productive abilities.

In the effectiveness of short films utilized as learning media, based on the outcomes of direct observations during the learning process, it was also found that the students looked very active, especially during the discussion process and correcting the results of other groups' presentations. The students managed to defend their respective arguments based on their remembrances and notes while watching the short film. Consequently, the teacher became a mediator to provide an unconditional answerer in each debate among students. Therefore, when students already had an experience that is considered sufficient as knowledge information to enable processing their learning acquisitions, their confidence increased to produce output as their productive abilities both in written and oral form.

It is in line with the behavioristic learning theory according to Skinner (1975) which declares that learning is a form of modification experienced by students in terms of their ability to bear in new ways as a result of the interaction between stimuli and response. In this case, the short film as a learning media was considered as a trigger delivered to students. Their response to the stimulation was at being active in the learning process and post-test results because it had been enriched by the information presented attractively by the teacher. Therefore, the usage of short films as learning media was very effective in enhancing the ability to write Indonesian fable stories carried out by class VII students of SMP Negeri 2 Semarang which can be confirmed by improving learning outcomes that students can write Indonesian fable stories competently.

5. Conclusion

The pre-test result, which was a test of students' initial ability to write Indonesian fable stories, showed that the skills of the seventh-grade junior high school students are not yet in a good ability category based on the results of the text analysis written by students. In addition, the student's writing ability in the pre-test was still lacking and only one out of fifty students scored above 70 in the 'good' category while 80% of other students scored less than 70. However, students' writing ability after the treatment increased as evidenced by none of the students who scored in the 'very poor' and 'less' categories.

The effectiveness of using short films as learning media apart from the results of increasing post-test scores, the results of the questionnaire also conveyed that there were 29 (58%) other students assumed the usage of short films in the 'very good' category, there were 16 (32%) students who approved that the usage of short films in improving their skills in writing Indonesian fables was in the 'good' category, while 5 (10%) other students agreed that the usage of the short film categorized as 'enough'. In addition, the results of observations also revealed that students were more engaged and confident in the learning process during the treatment, so it impacted the improvement of writing ability in Indonesian fable stories for the better.

6. References

- Budiningsih, C. A. 2005. *Belajar dan Pembelajaran*. Jakarta: Penerbit Rineka Cipta.
- Budiyono, H. 2012. *Pembelajaran Keterampilan Menulis Berbasis Proses Menulis dan Teori Pemerolehan Bahasa*. Pena, 2(3).
- Chaer, A. 2003. *Linguistik Umum*. Jakarta: Rineka Cipta
- Husmiati, R. 2010. Kelebihan dan Kelemahan Media Film sebagai Media Pembelajaran (Survei Pendapat Mahasiswa di Jurusan Sejarah FIS-UNJ). *Jurnal Sejarah Lontar*, 7(2), 61-72.
<https://doi.org/10.21009/LONTAR.072.06>

- Kesuma, I. G. N., Simpen, I W., & Satyawati, M. S. 2019. Peningkatan Keterampilan Menulis Naskah Drama Berbahasa Bali melalui Media Pembelajaran Film Pendek. *Jurnal Ilmu Sosial dan Humaniora (JISH)*, 8(1) 52-59. <http://dx.doi.org/10.23887/jish-undiksha.v8i1.21354>
- Kusuma, A. B. 2016. Pemerolehan Bahasa Pertama sebagai Dasar Pembelajaran Bahasa Kedua (Kajian Psikolinguistik). *Jurnal Komunikasi dan Pendidikan Islam*, 5(2), 117-140.
- Lisnawati, I. 2008. Psikolinguistik dalam Pembelajaran Bahasa. *Educare: Jurnal Pendidikan dan Budaya*, 6(1), 29-40. <http://educare.e-fkipunla.net>
- Miles, T. S. 2016. *A Case Study on Parent's Perceptions of Their Role in the Educational Process*. Walden University
- Sanjaya, W. 2009. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Prenada. Jakarta
- Skinner, B. F. 1975. *About Behaviorism*. New York: Vintage Books.
- Sugiyono. 2017. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung; CV. ALFABETA
- Sukmadinata, N. S. 2013. *Metode Penelitian Pendidikan*. Bandung : PT Remaja Rosdakarya
- Susanto, A. S. 1982. *Komunikasi Masa*. Bandung Bina Cipta.
- Syahid, A. H. 2014. Bahasa Arab sebagai Bahasa Kedua (Kajian Teoritis Pemerolehan Bahasa Arab pada Siswa Non-Native). *Arabiyat*, 2(1), 86-97.