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Improving Students' Writing Short Story Skill through Time Token Learning and Video Media on grade VII Junior High School

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Abstract

Abstract: This research is a class action research aiming to develop the short story writing skill score in grade VII C students of SMPN 5 Kediri academic year 2016/2017. The result of this study showed that there was an increasing in the mean score of students' short story writing skills through the Time Token learning model and video media. In the first cycle, the percentage of students' completion was 60% with an mean score of 73.1. Then in cycle II the percentage of students' completeness was 90% with an mean score of 76.6. Furthermore, it can be concluded that the use of Time Token learning model and video media can increase the score of the learning achievement of short story writing skills of VII C grade SMPN 5 Kediri students in the academic year 2016/2017.

Keywords: *Classroom action research, Short story writing, Time Token, Video media*

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Introduction

The change in education curriculum from Education Unit Level Curriculum (KTSP) to the 2013 Curriculum requires all elements of charges education to make a change. One of the intended changes is the change in learning paradigm which initially in the Education Unit Level Curriculum (KTSP) teaching orientation is teacher-centered. In contrary, in 2013 Curriculum, the government shifts into student-centered learning orientation. This is obviously aimed at improving the quality of education in Indonesia.

The 2013 curriculum is also called a text-based curriculum. According to Mahsun (2013: 14) with text-based, students not only use language as a means of communication but as a means of developing thinking skills. In 2013 curriculum the text is not interpreted as a form of writing alone, but the text is also defined as a complete human mind expression in which situation and context are contented (Mahsun, 2013: 15). Implementation of text-based curriculum affects all subjects not to mention Indonesian subjects.

Indonesian learning basically consists of several language skills. As explained by Tarigan (2008: 1) that in learning Indonesian, learners are required to master four aspects of language skills that are listening skills, reading, writing, and speaking. Writing skill is one of the skills in Indonesian learning that requires intensive attention both by teachers and related elements in curriculum development. In Current situation, writing skills in Indonesian learning are presented in theoretical form, rarely in practical form conducted by teachers directly. This certainly causes a lack of writing habits so that they can hardly put their ideas or ideas into writing.

Writing skills which are not offset by practice are one of factors affecting writing. Students in junior high schools should be trained to express their ideas, thoughts, and feelings in writing. In fact, writing activities have not been fully implemented yet. In arranging an idea, opinion, and experience into an organized, systematic, and logical sequence of written language is not an easy task to do, but requires ongoing training. This statement emphasized by Akhadiyah (2003: 3) who said that it is not exaggerated to say that writing skills are complex skills, demanding some knowledge and skills. In addition, based on interviews with Putri Handayani as Indonesian teachers at SMPN 5 Kediri, it is inevitable that writing skill is still a huge barrier for students in comparison with other language skills such as listening, reading and speaking. It is based on the findings of researchers that the score of writing skills is the lowest average value compared to other language skills, meaning students are still in difficulty of learning writing skills.

Observing in detail, the main cause of this problem lies with the teachers themselves. In reality today teachers are less creative in choosing methods, learning media, and teaching materials. The fact is that teachers tend to be monotonous when teaching material which takes long time such as lecturing method in all basic competencies.

This is proven by observation conducted by researchers in class VII C SMPN 5 Kediri. The researcher observed when Handayani as Indonesian teacher of class VII C gave a short story writing learning material. The teacher provided short story writing materials with lecture methods and only used the textbook as a learning reference from beginning to end. Learning process looked unattractive and made some students talking to their friends and even some students were sleeping. Then the researchers also observed the results of the students' work in the form of short stories task given. The results were found that the mean score of the short story writing grade VII C did not meet the minimum completion criteria (KKM) of the Indonesian in 75 point. This proves that the main problem was in the teacher. Teachers should be able to bring a more enjoyable class atmosphere because short story writing learning process needs students to be focus.

Teachers should be optimum in teaching Indonesian especially writing skills because facilities and infrastructure already provided by the school. It was found in the class VII C were available devices provided for learning such as laptop, LCD Projector complete with sound system. This opportunity should be exploited since not all schools are provided with these facilities.

Looking at current phenomena, a conclusion can be drawn that learning in writing skills is vitally needed by students. Therefore, teacher's creativity is urged in selecting media with the precise method for students. Teachers are able to develop student writing skills using selected learning tools and consider the needs, interests, and attention of the students and their living environment. This is done in order to achieve the quality of the learning process and the learning outcomes to maximum effort because students are currently required to achieve minimum completion criteria (KKM) of at least 75 in Indonesian especially in junior high school.

One of the writing skills that the students must master is the short story writing skills (short stories). The short story writing skills are intended to enable students to express ideas or ideas, opinions, and student experiences in creative and innovative written literature, with the support of

methods and learning media to improve the students' writing skills themselves. Methods and instructional media are indispensable in supporting the writing of short story writing, as they both support one another.

Based on the explanations, problems in learning among others are (1) the quality of the learning process of short story writing of students is relatively low. (2) students' writing short story skills are still low. (3) teachers are not maximal in the learning process especially in using model and learning media so that students feel bored in learning short story writing.

To address this problem, a solution is needed to improve students' writing skills especially in short story writing. One of these solutions can be done by learning model innovation. One of the decent learning models to overcome this problem is Time Token learning model. This learning model is included in the cooperative learning model which is a learning model prioritizing learning groups. The cooperative learning model prioritizes cooperation in solving a problem to apply knowledge and skills in order to achieve learning goals.

To improve the quality of learning is not enough to use only learning models, of course, there is a need for learning media. Learning media that is considered appropriate to improve the quality of writing a short story is video media. According to Arsyad (2016: 50) the video media can illustrate an exact process that can be witnessed repeatedly if it is necessary. If it is associated with the condition of the class with available LCD Projector, this video media is appropriate as the facilities at the school.

Based on the disclosed problem background before, a class action research (PTK) was necessary to conduct. The researcher chose the PTK because the problem needed to be addressed immediately with the model and the learning media corresponding to the situation and the conditions occurring in the classroom for the students' learning outcomes. Researchers chose the Time Token learning model and video media as a solution for student learning outcomes in short story writing, especially in students of grade VII SMPN 5 Kediri. Therefore, the researcher used the title of "Improving Students' Writing Short Story Skill through Time Token Learning and Video Media on grade VII C SMPN 5 Kediri".

Based on previously presented theories, this study is also a development of previous relevant studies. These studies become a reference for researchers to conduct similar research. There are several studies relevant to international journals and national journals. Quoted from the international journal entitled "*Short Story-Based Learning at The Indonesian Education and Literature Study Program of Higher Education Institutions in Madiun Regency, Indonesia: An Explorative Study*" conducted by Cahyono (2016) is both using short stories as learning materials Indonesian language, but in this study more focus on explorative study while research this time using short story material in a research action class.

Then in a study entitled "*Improving Short Story Writing Skills with Visual Media Picture and Quantum Learning Methods: Classroom Student Action Research Class VII E SMP Negeri 1 Purwokerto*" conducted by Meliza (2015) showed an increase in student learning outcomes in short story writing skills. This research together improves short story writing skills, but uses visual media and Quantum Learning method while this research uses video media and Time Token learning model.

Furthermore, in the research entitled "*Application of Problem Based Learning and Media Video Methods to Improve Writing Text Ability Observation Results on Students of Class X API SMK Negeri 6 Surakarta Tahun Teaching 2015/2016*" conducted by Sofwan (2016) showed a significant increase in text writing observation results, and video media has an attraction that makes students more motivated in the learning process. This study has the same variables in the use of video media only in this study researchers used Time Token model to improve the skills of short story writing.

Research Method

This research was a class action research (PTK) with the subject is Indonesian teachers and students of grade VII C SMPN 5 Kediri academic year 2016/2017. Then the object in the study was the learning of short story writing. According to Suwandi (2012: 12), research activities set out from the real problem faced by teachers in the teaching and learning process, then reflected on the problem-solving alternative and followed up with planned and measurable concrete actions. The source of this research data is the writing learning process, the informant (Indonesian teacher), and the document. Techniques of collecting data were by using observation, interview, and performance test. Validity test used triangulation of data sources, method triangulation, and review of informants. The research process is carried out in two cycles which each cycle consisted of four stages; 1) planning, 2) implementation, 3) observation, and 4) analysis and reflection. The goal indicators in this study should result in the improvement of the short story writing skills. Increasing short story writing skills characterized by: a) Students' understanding about the structure and character of linguistic short stories, b) Students' skill in

writing short stories, and c) Students' short story writing increases and reach the average to minimum limit of learning completion of 75.

Results and Discussion

In the early stage of the pre-cycle phase, learning is done by providing a short story writing with a conventional method. At the meantime, students were given material about the structure of the text, the linguistic rules, the purpose of writing, writing steps, and the task of writing and then collected. The results were shown in the following table.

Table 1. Obtained score of pre-cycles of short story writing

No	Score	Frequency	Relative Frequency	Completion
1	81-85	3	10%	Pass
2	75-80	7	23,3%	Pass
3	71-74	0	0%	Not Pass
4	66-70	12	40%	Not Pass
5	61-65	8	26,6%	Not Pass
	Total	30	100%	
	Average	69,7		

Based on the table described earlier that the initial test score in the pre-cycle phase of the short story writing skills indicated from the 30 students who were following learning process only 10 students were able to achieve a minimum completion criteria of 75. Then the observation of Indonesian teachers also indicated that students were less interested in writing short stories because they still used the lecturing method and had not utilized the available model and media of learning. Interviews with students also indicated that students had not fully understood the material as a whole. This was seen by direct observation when students were still lacking in attention, inactive inquiries, talking to colleagues unnecessarily.

The results on pre-cycles indicated that the learning process of writing a short story had not shown a positive attitude of 1) the students who were still not ready to follow the learning activities of short story writing, 2) the students who were less focused and attention to the material delivered by the teacher, 3) 4) some students who had not been active in group discussion, and 5) the level of seriousness of students in doing the tasks given by the teacher is still lacking.

Based on the results of pre-cycles, researchers and teacher agreed to take action on the first cycle of writing a short story study using the Time Token learning model and video media to improve students' short story writing skills. Each cycle consisted of two meetings in accordance with the syllabus and basic competency of the 2013 curriculum.

In the first cycle, researchers and teacher agreed to provide short stories with heroic themes. This theme is supported by video media talking about the figure of heroes in students' everyday life. With this media the students became more attentive to the subject. In addition, with Time Token learning model, students were more likely to be active in learning because students were required to actively speak to convey their understanding of the heroic short stories.

After taking action on cycle I by using Time Token learning model and video media, it had a positive impact on students. This is showed by the increasing mean score of short story writing in grade VII C compared to the mean score during pre-cycles. The following will be explained in Table 2.

Table 2. Earned value Cycle 1 writes short stories

No	Score	Frequency	Relative Frequency	Completion
1	81-85	3	10%	Pass
2	75-80	15	50%	Pass
3	71-74	0	0%	Not pass
4	66-70	12	40%	Not pass
	Total	30	100%	
	Average	73,1		

Based on Table 2 can be concluded that there had been an increasing in the mean score of students in short story writing. However, the mean score obtained did not meet the minimum completeness criteria of 75. However, it was worth noting that there was an increase in the percentage of completeness compared to the pre-cycle stage. If at the pre-cycles stage the completion of the

completed student value reaches only 33,3% or only about 10 students only. But after the action on cycle I there was an increasing of 60% or 18 students. It can be concluded that Time Token learning model and video media increased the mean score of students' short story writing of 73.1, although it had not reached the standard minimum completion criteria of 75.

Based on the results of the action in cycle I, researchers and teacher strove to continuously improve the students' skill in writing short stories in order to achieve the KKM of 75. Then researchers and teachers decided to conduct interviews with students' interest by giving some theme options in short stories. Theme options provided were about personal experiences, natural disasters, and holidays. Then based on interview results on student interest, most were more interested in holiday themes because for them the theme was easy to understand and improved the imagination of students in writing short stories.

Researchers and teacher agreed in this second cycle to use the holiday theme which replaced the theme of heroism in cycle I. Just like prior cycle, teachers continued to use Time Token learning model and video media. The difference was this time a video featured a holiday theme telling a group of young people when exploring Indonesia. While learning in this second cycle, some students looked more enthusiastic about learning than the previous cycle. Then in the discussion the group of students became more active to argue and share stories while they were vacationing with colleagues in one group, this helped students in imagination then poured it in a short story.

After taking action on cycle II using the Time Token learning model and video media, it had a very positive impact on students. This is showed by the increasing mean score of the short story writing in class VII C compared to the mean score during cycle I. The following will be explained in table 3.

Table 3. Earned value Cycle 2 writes short stories

No	Score	Frequency	Relative Frequency	Completion
1	81-85	8	26,6%	Pass
2	75-80	19	63,3%	Pass
3	71-74	0	0%	Not pass
4	66-70	3	10%	Not pass
Total		30	100%	
Average		76,6		

Based on Table 3 can be concluded that there had been an increasing in the mean score of students in short story writing. After going through the pre cycle stage, cycle I and cycle II, the mean score of the short story writing skills of the seventh grade students was able to exceed the KKM with score of 76.6 out of 75 as a reference limit.

At the first cycle of the percentage of pass students was only 60% or only about 18 students only. But after doing action on cycle II there was an increase of completeness of 90% or 27 students. It can be concluded that the Time Token learning model and the video media managed to increase the average skill value of students writing a short story of 76.6 and even exceeding the average of the KKM of 75.

Based on the results of cycle I and cycle II actions conducted on short story writing can be said that this action succeeded using the Time Token learning model and video media. The detail of the increase is in cycle I, the number of students completing in accordance with the specified KKM was 18 out of 30 students or 60% of students stated to achieve or exceed the KKM. Then in cycle II, the number of students completing according to KKM that had been determined was 27 out of 30 students or 90% of students stated to reach or exceed KKM of 75.

The details of the pre-cycle, cycle I, and cycle II details will be explained in more detail through the following table 4.

Table 4. Details of the actions in the learning cycle

No	Stage	Pass Students	Not Pass Students	Completion Percentage
1	Pre-cycle	10	20	33,3 %
2	Cycle I	18	12	60%
3	Cycle II	27	3	90%

Based on the explanation of table 4, the use of Time Token learning model and video media could improve the writing skills of short stories of grade VII C students. The improvement could occur because of the improvement of the quality of learning performed by teachers and students during the learning process by using Time Token learning model and video media. This is proportional to the achievement of students' short story writing skills demonstrated by completion percentage and score achieved in accordance with KKM standards or even beyond.

It started with pre-cycles that the learning process had not been maximized, then after the evaluation done by the researcher and the teacher then the result of the study showed a significant increase in cycle I and cycle II. These improvements make the students' short story writing skills running well and maximally. Certainly, the role of Indonesian teachers in learning as a mentor is one of the most important factors in the achievement of short-term writing skills learning exercises implemented in cycle I and cycle II. Evaluation and reflection performed by researchers and teachers were well executed by teachers and by students.

Based on the results of the research found, proven the use of time token learning model and video media can increase the value of writing skills of students in the percentage of completeness 90%. This is in accordance with the opinion of Akhtar Naz (2015) that the learning media can foster students' motivation in learning, especially in short story writing. In line with Zahra's (2016) assumption that short story writing should be done in a fun way and make students interested in following a lesson. Not only through learning media alone, it turns out the combination with the learning model also affects the value of learning. In accordance with the statement of Cole (2015) that appropriate strategies and learning models will always foster interest in student learning which will impact on the completeness of student learning value.

More specifically, Fentari (2016) states that the Time Token learning model was created to foster the cohesiveness of students in short story writing lessons. Because this model includes a cooperative learning model as described by Najmonnisa (2016) that the cooperative model of the student will be more active in the group discussion so that the student can receive the whole learning.

The success of improving the learning of short story writing can not be separated from the role of learning media. According to Laraib (2013) to cultivate students' imagination in short story writing, there needs to be supporting factors that are easily understood by the students. It is proved in this research that video media can help students in finding the imagination to write short stories, it is in accordance with the opinion of Harwood (2014) that the video media can describe an event that is sometimes impossible in the imagination of previous students.

Conclusions

The use of the Time Token learning model and video media can improve students' short story writing. This is evident from the average increase in student achievement and to achieve achievement targets according to the Minimum Completion Criteria in each stage of cycle of 75. Furthermore, in pre-cycle stage the number of students who had a score above KKM 75 was 10 students (33,3%) with mean score of 69.7. Then in cycle I the number of students completed on KKM (75) was 18 students (60%) with mean score 73,1. In the end, the value increasing also occurred in the second cycle of 27 students (90%) students with mean score 76.6 which can be interpreted by using Time Token learning model and video media can improve the writing skills of grade VII C students.

Based on the conclusions of the research, some advices drawn: (1) Indonesian teachers, especially those who teach grade VII should use the Time Token learning model and video media in learning short story writing skills because Time Token learning model and video media have proven to improve the students' skill in writing short stories. (2) Students should understand that learning short story writing by applying Time Token learning models and video media is useful to foster the imagination so that the resulting story is more interesting and entertaining. 3) School and teachers should be able to develop creative, innovative learning models, strategies, and methods, and utilize the facilities and learning tools available at school so that students are more enthusiastic in pursuing learning.

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