Using 3D Media to Improve Short Stories Writing Skill on Junior High School Students

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Abstract. The writers conducted this research as the result of field observation that found the students’ short stories writing skill are still poor. The purpose of this research is to improve short stories writing skill through three dimensional media of the students in the class IX SMPLB A Tan Miyat, Bekasi, West Java. The research method used in this research is Classroom Action Research method. This research was conducted for two months December to January for two cycles and in each cycle held in two meetings. Learning activities in short stories writing using three-dimensional media is expected that students will be easier to develop creativity and imagination in making a short story. The results of this study show that using three-dimensional media can improve the ability to write short stories. This findings of the research are the data obtained during pre-cycle is only 30%. After implementing the three dimensional media towards write short stories writing, the students’ short stories writing skill have increased. In the first cycle, the students’ short stories writing increased 50%, and on the second cycle improved into to 95%. The increasing of the students’ short stories writing skill will also improve the quality of language learning especially in the creative writing skill.

1. Introduction

Education is one of the absolute needs and like human rights that must be obtained by every human being in living his life, both religious education and general knowledge in order to optimize his potential, so that he can live properly in the midst of society. Education has begun since a baby's age so that it ended throughout his life, both normal children and special needs.

In the world of education, language is the main factor in communicating, namely as a tool to convey a lesson both orally and in writing. In communicating, language skills are needed so that information is well received. Language skills cover four aspects, namely listening skills, speaking skills, reading skills, and writing skills. All of these skills relate to each other, especially Indonesian language lessons. Students must receive quality teaching and learning in accordance with the aspects of the needs of students, as well as students who experience visual or visual impairments. Schools
must be able to make plans and management as well as mature abilities to provide quality education for blind students.

To realize this quality learning service, the learning media has an important role in improving the learning quality of blind students, a communication unable to walk without the learning media, especially in Indonesian language lessons at SMPLB A Tan Miyat Public, Bekasi, West Java has limitations both in terms of teaching and media.

Writing skill is one basic language skill. Cole and Feng [1] argued that writing activity is one of the basic components of language. When a student writes, thoughts and knowledge are mixed in the creation of unique meanings. Students tend to have difficulty in choosing the right diction, instruction in writing guidelines and grammar so students tend to be afraid of writing in essays which results in the difficulty of expressing ideas of his mind. In line with this, Nunan in Tuan [2] states that producing coherent, fluent written works has a high probability for writers to be able to spontaneously submit their ideas and thoughts so that they are able to produce writings that are easy for people to understand even if they initially appear difficult. Both emphasized that the writing process as an effort to express ideas became one of the language competencies which was considered difficult for students so that they needed motivation to encourage them to start writing.

Short story is one type of genre in literature. Myers [3] explained that short stories are narratives that have plots manifesting the purpose of short stories into short stories because of the background, characterization, and actions of the characters in the story. Whereas Nicholes [4] argues that writing activities in the literary genre that refer to life narratives have many benefits in enhancing linguistic development, maintaining self-understanding, and inherently interesting. Good stories not only contain interesting ideas and experiences but also contain simple language in a natural context. Wheeler in Yang [5] argues that good stories can attract children's attention, stimulate their imagination, and desire to use language. The explanation above stated that writing short stories has very important benefits in the development of linguistic intelligence and creative imaginary roles for students.

Three dimentional media become good alternative in teaching and learning process. Stieff and Bateman [6] explain that visualization tools in 2D or 3D are important in the learning process at the secondary and undergraduate level. 3D visualization is considered very important in the learning of various sciences, especially cognitive processes at all levels of learning in this domain. Mayer in Moghadam [7] says that the benefits of three-dimensional media are creativity, saving time, eliminating useless activities, adding time to interact with students and discussions, presented in various forms, to identify different learning styles, active learning and bait back, the possibility of repetition, learning controls the pace of the global learning process, facilitates participation in activities, interactions and reciprocal relationships with users. Ford and Minshall [8] explained that 3D printing in schools, universities, libraries and special education settings, was identified in several categories about making three-dimensional media. It can be concluded that the use of three-dimensional media in the learning process has an important role in developing students' creativity, intellectuals and maximizing the student-based learning process.

2. Method

This research is in the form of Classroom Action Research (CAR), which is collaborative research between teachers, researchers and students and other school staff to create better school performance. According to Kunandar [9] CAR implies that CAR is a form of self-reflection activities carried out by education actors in an educational situation to improve rationality and fairness about: (a) Their educational practices, (b) Their understanding of these practices, and (c) situations where these practices are carried out. The action research model used in this study is: action research model designed by Kemmis & Taggart. The implementation of this activity takes place in 2 cycles with stages, namely: planning, implementation, observation and reflection. According to Tampubolon [10] that the success of the action if the average has reached 75%. If the first cycle has not been successful, then proceed to cycle II.
3. Result and Discussion
Here are the data results of the comparative analysis of Pre-Cycle, Cycle I and Cycle II

Table 1. Comparative Analysis

| No | Student’s name | Score | Percentage | Improvement | Note |
|----|----------------|-------|------------|-------------|------|
|    |                | Pre-cycle | Cycle 1 | Cycle 2 | Pre-cycle | Cycle 1 | Cycle 2 |     |
| 1  | H            | 56     | 61       | 84      | 50% | 50% | 75% | 25% | Improved |
| 2  | I            | 49     | 69       | 86      | 25% | 50% | 100% | 50% | Improved |
| 3  | N            | 52     | 68       | 88      | 25% | 50% | 100% | 50% | Improved |
| 4  | R            | 49     | 74       | 90      | 25% | 50% | 100% | 50% | Improved |
| 5  | W            | 50     | 66       | 90      | 25% | 50% | 100% | 50% | Improved |
|    | Total        | 256    | 351      | 438     | 150% | 250% | 475% | 225% | Achieved |
|    | Average      | 51.2   | 70.2     | 87.6    | 30% | 50% | 95% | 45% | Achieved |

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\overline{X} = \frac{\sum X}{N} \times 100\%
\]

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\overline{X} = \text{Improved percentage}
\sum X = \text{Total score scale}
N = \text{Maximum total score}
\]

The development of the students’ short story writing skill improvement; Pre-cycle, Cycle I, and Cycle II

Based on the data above, it can be described that the increase in short story writing using three-dimensional media the average value of pre-cycle count was 30%, cycle 50%, and cycle II increased 95%. This shows that students' skills in writing short stories have a significant increase.

4. Conclusion
Based on the results of classroom action research that has been carried out in Indonesian language learning using three-dimensional media on improving the ability to write short stories in class IX students of A Tan Miyat SMPLB Bekasi City can be concluded that.

a. Writing short stories students can increase after two cycles of action using three-dimensional media, this can be seen from the data obtained by researchers using three-dimensional media in cycle I and cycle II.
b. From the results of the analysis of the data obtained, among others, from the 30% pre-cycle increase in the results of analysis in the first cycle to 50% at the end of the cycle II activity has increased again to 95% between cycle I and cycle II of the assessment results short stories students have increased that is, the percentage reaches 45% of all students and is stated to have achieved the target of writing the expected short stories.

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