

## Improving Short Stories Writing Skill Using Three Dimensional Media on Ix Class Students In SMPLB A Tan Miyat, Bekasi, West Java

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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.

**Keywords:** *short stories, writing skill, three dimensional media*

### 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.

According to Gordon in (Mulyasa, 2010 : 39) ability is something that is owned by an individual to do the task or work that is charged to him. In addition,

Monks in (Dimiyati, 2015 : 98) stated that the ability or skill is the motivation of a child to do a task, whereas Makmun (2005 : 53) the ability is someone who seems to be able to act quickly (short time), right ( the results are as expected) and easily (without facing significant obstacles and difficulties). Based on those opinions it can be concluded that the ability is the ability or ability that someone has to do an action right, quickly, and easily as a result of actions and practice.

According to Dalman (2014 : 3) writing is a communication activity in the form of sending a message (information) in writing to another party by using written language as a tool or medium. Tariggan (2008 : 3) stated that writing is a language skill that is used to communicate indirectly, not face to face with other people. Whereas Nurjamal (2014 : 4) suggested that writing ability is an active language skill. Writing is a person's peak ability 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. Based on the experts above it can be concluded that writing is one of the language skills by using written media as a tool to convey information indirectly.

Nurgiyantoro (2013 :2) defined that short stories are short stories. The length of the short story itself is varied, there are short short stories, maybe even the pendulum is around 500 words, there is a short short story (middle short story) and there is a long story short (long short story), which consists of dozens (or even tens of thousands of words).

Daryanto (2016 : 29) said that three-dimensional media is a group of non-projection media with three-dimensional visual presentation. This media group manifests as an imitation that represents the original. Krisnawati (2013 : 2) explained that understanding of three-dimensional learning media, namely media whose appearance can be observed from any point of view and has dimensions of length, width, and height / thickness. Three-dimensional media can also be interpreted as a group of media without projections which are three-dimensional visual presentation. This media group can manifest as an original thing both alive and dead, and can form as an imitation that represents the original. Furthermore, Septian (2015: 73) stated that three-dimensional media is the media of original and scaled objects that are displayed in real terms to help teachers direct students 'imagination more directed than relying on students' biological power. Based on the experts above, three-dimensional media are artificial, long, wide and high media like the original form that can be brought to class as a learning medium.

## **2. Research 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 (2008 : 46) 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 (2014:35) 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. Results And Discussion

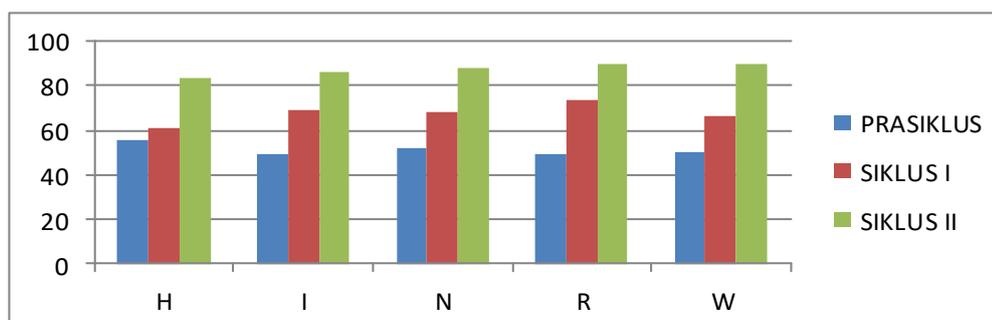
#### Comparative Analysis of Pre-Cycle, Cycle I and Cycle II Data Results

No.	Student's name	Score			Percentage			Improve-ment	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

$$\bar{X} = \frac{\sum X}{N} \times 100\%$$

$\bar{X}$  = Improved percentage  
 $\sum X$  = Total score scale  
 $N$  = 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.

- 1) 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.
- 2) 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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