

IMPROVING SHORT STORY WRITING SKILLS CLASS VII H STUDENTS IN SEMESTER 1 OF SMP NEGERI 7 KUNINGAN USING THE METHOD *CONFERENCE WRITING* YEAR 2016/2017

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ABSTRACT

In essence, learning a language is learning communication. Therefore, learning Indonesian one of which is directed at improving student's writing skills in communicating with Indonesian both orally and in writing. The conference *Writing* method is one of the methods or approaches to improve short story writing. The method in this study uses a qualitative approach with a class action research design, which is carried out cyclically—cycle I with planning, action, Observation and reflection. So do subsequent cycles. In PTK as well as teachers can research for themselves their own activities carried out in their own classrooms. By involving its students through actions that are planned, implemented and evaluated. Then the results of the study are as follows 1) The ability of students to write short stories in class VII H of SMP Negeri 7 Kuningan before using the *conference writing* method (co-writing) is categorized as sufficient with the average score of the class: 65 (not yet completed). 2) There is an increase in the ability to write short stories with the conference writing method (co-writing). Students of class VII H SMP Negeri 7 Kuningan are categorized as good, with an average score of 78 (complete). The ability increases in cycle II and cycle III. In cycle II, the average grade is 72 (not yet completed), and in cycle III, it reaches an average score of 78 (completed), as much as 80% of 41 students. The material was suitable for writing experiential short stories for students of SMP Negeri 7 Kuningan is material that is in accordance with the conditions, desires, experiences, and ability to write short stories.

Keywords: Short Story Writing, *conference writing*,

INTRODUCTION

In essence, learning a language is learning communication. Therefore, learning Indonesian is directed at improving student's writing skills in communicating with Indonesian both orally and in writing. (GBPP,1993:3) . Learning to write an impressive personal experience is contained in the learning items of class VII semester I. Writing learning still does not receive much attention from the teacher. Students are still not used to writing, especially if they learn to write short stories from reflections on daily life. This happens because the teacher has not provided maximum guidance to the students. As a result, students have difficulties. If you get a writing assignment using the conference writing method (co-writing), it is hoped that students can be motivated to write short stories from the reflection of daily life. Students mastery of writing short stories can be reflected in the learning of telling memorable experiences. In this case, the events told have not been able to be sequenced. So it is necessary to improve the quality and quantity of Indonesian language skills. It is necessary

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to define that students' ability to write short stories is still relatively low. The indicators are as follows: (a) students have difficulty finding ideas/themes, (b) students have difficulty determining the first sentence to start writing and (c) Students often write less solid sentences.

METHOD

This research approach uses a qualitative approach with a class action research design, which is carried out in a cyclical manner—cycle I with planning, action, Observation and reflection. So do subsequent cycles. In PTK as well as teachers can research for themselves their own activities carried out in their own classrooms. By involving its students through actions that are planned, implemented and evaluated, PTK can be carried out without interfering with other learnings and will not burden the teacher's work in carrying out daily tasks. PTK can be carried out in an integrated manner with daily activities. It is precise with PTK that teachers can improve the quality of learning processes and products. Based on the description above, it can be defined that PTK is a form of research that is practical by taking action actions carried out in the classroom and aims to improve and improve existing learning practices (Pity, 1998: 1).

RESULTS AND DISCUSSION

In this study, it was explained about the results of the study and its discussion, which was described through the first cycle, the second cycle, and the third cycle carried out by the researcher. Each cycle is described by (a) planning, (b) actions, (c) observation, and (d) data reflection.

In cycle I, Planning activities contain the readiness of the teacher to teach short story writing in the classroom to be researched. The activity was in the form of making a syllabus, and lesson plan, analyzing student conditions, and preparing learning materials and media used. Learning is planned according to the usual learning. The strategies used in learning are lectures, questions and answers, discussions, and assignments. Action in this first cycle, learning to write this short story has not used the conference writing method. Cycle 1 was carried out during class hours Indonesian in class VII H students of SMP Negeri 7 Kuningan on September 19, 2016, from 08.15 – 09.45 hours 3rd and 4th hours. In accordance with the planning, the strategies used are lectures, questions and answers, discussions and assignments, which are often used by teachers for learning Indonesian in the classroom. Then Observation, this followed by the results of observations and learning actions carried out by the teacher (a) Writing short stories from memorable experiences is in demand by students. But many students recall memorable experiences that are difficult to express, so it takes as much as 2 hours of learning. (b) Most students have difficulty starting and performing saplings of short story writing activities. (c) Two study groups conduct short story writing activities by flipping through examples of simple short stories. (d) One study group wrote short stories about feeling restless, visibly confused and afraid. (e) Two study groups to write short stories while talking to his friend. (f) One study group to write short stories is visible he hesitated to start it. (g) The other four groups are almost the same members of their group, asking the teacher about the steps to write the correct short story. Table score gain *cycle I* (attached), it can be said that the results are considered sufficient but not complete because of the 41 students who received the complete criteria, as many as 20 students, 49% of the number of students in the class with an average score of 70th grade. So that it is classified as incomplete, improvements must be made. From these results can be made an analysis as follows: (a) The results of the student's short story writing essay are still categorized as sufficient (incomplete). This is evidenced by the way students formulate paragraph part of big there are still many who are undecided. (b) Some students have not been enrolled in writing

short stories appropriately. (c) Teachers are still not used to students writing stories. (d) Lack of familiarity with the presence of a collaborator makes the student's feelings less calm because of fear.

In cycle II, Planning, there is a second cycle, the same as the first cycle. Planning activities contain the readiness of the teacher to teach short story writing in the class to be studied. This activity is in the form of making a syllabus, teaching plan, analyzing conditions, and students, preparing learning materials and preparing the media that will be used. As planned, it is to write short stories, *the conference writing* method. The action in the realm of this second cycle, learning, uses student-oriented conference writing (co-writing). They held during class hours Indonesian in class VII H students of SMP Negeri 7 Kuningan on September 26, 2016, from 08.15 – 09.45 at the 3rd and 4th hours. The results of observations at the stage of the second cycle of the learning process are depicted as follows. : (a) Writing short literature experiences favoured by students. (b) Most (forty students) write short stories well and earnestly. (c) There are still one/two students flipping through the examples of short stories they have. (d) The students have been open with friends to copying and correcting the results of their essays. (e) Demonstrates an attitude of happiness by writing short stories of experience. (f) Most of the short story results are still short-lived. The story is simple. From table 2 (attached), it can be seen that as many as 25 students received the complete criteria. This means that as many as 61% of students were completed, and there was an increase of 12% from the results of cycle 1. The results of cycle 2 are considered sufficient but not complete because the average class score is 73 (enough). So that if the average is classified as complete and needs to be improved.

In cycle II, Planning, there is a cycle III, the same as the second cycle, the planning contains about the readiness of the teacher in teaching short story writing in the classroom to be studied. The activity is in the form of making a syllabus, lesson plan, analysis, student conditions, material preparation and preparation of media to be used. Learning is planned according to the strategic learning of the short story writing method of conference writing (co-writing). They are setting up a new theme. The teacher only plans the activities of students in the classroom. The activity is in the form of assigning more tasks and time than syllabus II. Students are planning to be able to develop their short stories into two or more pages. They have Q&A, and discussions, correcting each other's results of writing short stories to be judged. Just as a simple short story. Then the syllabus, RPP, is designed to be applicable in writing learning for 180 minutes. Action natural the III process, learning uses short story writing strategies for the conference writing method, which is student-oriented. The learning was carried out in class VII H of SMP Negeri 7 Kuningan on the same day, namely Saturday, October 3, 2016, from 08.15-09.45, namely the 3rd and 4th hours, after the social studies lesson.

Stages Observation on the III cycle based on the action, which decomposed above, the researcher observed the following results :(a) Writing short stories, the experience is very pleasant because it can remember back the events experienced. (b) Most write earnestly and kindly. (c) There are no more students who just open, but I'm an example of a short story that I have. (d) The preoccupation with writing is more apparent with discussions, Q&A, and mutually making corrections to the results of a friend's essay. (e) There is one student who

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seems bored (bored) with the same title to repeat. To find out the results of the assessment of students writing short stories. The teacher pays close attention to the results of writing short stories. Based on table 3 (attached), it was obtained that as many as 33 students received complete criteria, which was 80% of the total number of students with an average grade of 78. If converted into a category, cycle III is considered to have been completed with a good category. From the foregoing, we can be making analysis as follows: a) The results of the student essays are categorized as excellent. This is evidenced by the way students summarize to write short stories. Most of it is very good. b) Students who feel saturated (bored) are given an approach to how to increase the use of vocabulary. c) In writing short stories, there is much mastery of vocabulary that facilitates the development of writing at the next level. d) The time allotted is more than enough to discuss the same title when developed into a broader essay. In reflection, based on the above observations, the conclusion can be as follows: a) Students need to be trained again to write short stories like good short stories. Because so far, the results of the carpet n are still relatively simple. b) The provision of time is sufficient. c) Model of Q&A, discussion and mutual correction of the results of the essay very supports successful writing. d) Students feel more confident in writing. Based on these reflections, suggestions that are deprecated for learners onwards are as follows; a) Mastery of vocabulary and experience of the self becomes the teacher's handle in learning. b) The time is sufficient. c) Gives freedom of mind to choose a preferred title.

Then the results of the study are cycle results in the form of data related to the research problems that have been described above. The validity of the data lies in its application and the solving of research problems. The following data are analyzed based on interpretations that begin with a comparative description of each round and end with the author's interpretation. 1. Students' ability to write short stories before using the conference writing method is categorized as sufficient. This ability reaches the average of grade 65 categories enough with the percentage of students completed, namely 40%, as it is based on (1) Students feel pressured by the existence of the learning process with the presence of observers and are also not used to writing short stories. (2) Students are still reluctant to ask how to find out the points to be developed. (3) The creative power of students to write short stories has not been developed, and mastery of vocabulary is still minimal. 2. Students' ability to write short stories after using the conference writing method. In cycles II and III, the conference writing method is used for writing learning. In cycle II, the results were marked by an average score that had increased from the grade point average and the number of completed students obtained from cycle I. On average, the average reached a score of 72 categories sufficient, with 61% of the 41 students completing. That way, in cycle II, student scores can be categorized as an increase in the number of students who achieve learning completion. In the third cycle, it was marked by a fairly high increase in grades, namely 80% of students who reached the complete criteria with an average score of grade 78 included in the good category. From these data, it can be seen that teacher treatment greatly provides changes in grades in a higher direction. This treatment certainly leads to the use of methods that refer to successful learning that focuses on achieving goals by paying attention to the condition of students. From the reflection, the impression was obtained that the assessment should be continued with some exercises for the sake of achieving better results. The results

of the observations showed that students reacted positively to the grouping of learnings rather than learning individual. Based on the above description, an impression of the implementation of each cycle is obtained, which leads to the monitoring of appropriate measures for the activity of writing short stories of experience.

CONCLUSION

Based on the description in chapter IV above, the researcher draws the following conclusions 1) The ability of students to write short stories in class VII H of SMP Negeri 7 Kuningan before using the conference writing method (co-writing) is categorized as sufficient with the average grade point: 65 (incomplete). 2) There is an increase in the ability to write short stories with the conference writing method (co-writing) of class VII H students of SMP Negeri 7 Kuningan categorized as good, with an average score of 78 (complete). The ability increases in cycle II and cycle III. In cycle II, the average grade is 72 (not yet completed), and in cycle III, it reaches an average score of 78 (completed), as much as 80% of 41 students. The material is suitable for writing experiential short stories for students of SMP Negeri 7 Kuningan is material that is in accordance with the conditions, desires, experiences, and ability to write short stories. In writing short stories of experience, students are given the freedom to recall the events experienced. Meanwhile, the role of the teacher is only limited to facilitators who provide support to students.

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