

## LEARNING WRITING SHORT STORY THROUGH *WAYANG BEBER* MEDIA FOR 9<sup>TH</sup> GRADE STUDENTS OF SMP N 4 PONOROGO

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**Abstract:** This research aims to obtain a description of the planning, implementation, and evaluation of the learning writing short story through *Wayang Beber* media for 9<sup>th</sup> grade students of SMP N 4 Ponorogo, East Java. This research was carried out for 4 months in the 9<sup>th</sup> students of SMP N 4 Ponorogo Academic Year 2014/2015. This research uses qualitative research design by using interviewing and observation techniques to collect the data. The research reveals: (1) the planning of learning writing short story through *wayang beber* can be accepted and implemented by the students. The students are happy and comfortable in learning writing short story; (2) the implementation of learning writing short story through *wayang beber* run well, smooth, relaxed; and (3) the evaluation of learning writing short story through *wayang beber* writing learning of short stories through the medium of combined musical Javanese *wayang beber* is very effective because *wayang beber* is something new and inspiring for students to finish their assignments.

**Keywords:** *Wayang Beber, Writing Short Story, media*

### 1 INTRODUCTION

There are phenomena that in the learning literary especially short story in the 9<sup>th</sup> grade students of SMP N 4 Ponorogo schooling year 2014/2015 are still theoretically oriented, far from practically. The students' creativities are not trained to write short story well so their writing skill is not good enough. It needs interesting, creative, and innovative media and source of learning in order to improve writing skill to the students. Based on the phenomena above, the researchers used *wayang beber* as a media in teaching writing short story to improve the student's interest in studying literature and to easier the students in creating and composing their short stories.

Media of *wayang beber* is one of Javanese cultures which is nearly extinct. The story of *wayang beber* comes from Panji Semirang's story, the Prince of Kediri. There are a lot of stories from Panji's story, such as *Keong Emas*, *Timun Emas*, and *Cinderelas*. It contains some philosophical stories can be taken, for examples (1) the faithfulness of husband-wife, (2) the harmony of relatives, (3) goodness will be a winner, (4) the all roundness of Panji, and (5) the tipe of "*pengguasa namur kawula*" or "*blusukan*", the leader who has high sensitive to people's crisis, sigh, and suffering.

In the early of learning, teacher describes at a glance the understanding of *wayang beber* and its characters and also shows the pictures on the scroll (*beber*) which contains of some stages. The teacher, then, orders to the students gather in a group and comprehensively look at *wayang beber* media by accompanying Javanese traditional music (gamelan) from tape recorder for five minutes. It is used to make students are easier in contemplating in their groups. The students are directed to their imagination and suppose about the place, time, and atmosphere of the event related to bannered puppet. Time, place and atmosphere have been obtained as a provision setting in short story writing. After created the setting, students are directed back to imagining specify characters in writing short story through the media of *wayang beber*. Next, students create dialogues the characters based on the each stage of *wayang beber*. The characters on *wayang beber* are treated as the characters' dialogues in their short story. These dialogues are the draft manuscript of short stories.

Puppet describes life in the world can be regarded as the embodiment of war between the two pieces of opposing poles, namely between chaos and order, between right and wrong, and between beauty and ugliness.

Puppet as performance art of Javanese culture is often defined as the "shadow" or vague that can move according to the play is turned on by a director. The image was also understood as a description and characterization of human character as a picture of life based on the content of the story. A model puppet in Java is the famous puppet prototype. In the puppet show, a puppet in a certain play is often used to provide an understanding of the journey of everyday life, in times past, present, and future. Anderson and Aryadini (2002: 15) argue that the puppet is the most important element in Javanese culture, *i.e.* as a religious compelling mythology which means that the stories in the puppet capable of uniting the Java community as a whole, covering the entire geographic area of Java and all Java community social groups. Puppet is also regarded as a tool to maintain and spread of Javanese culture.

*Wayang beber* is the art of puppet that emerged and developed in Java in the pre Islamic period and is still growing in certain areas in Java. Named *wayang beber* as a sheet (unrolled media) is formed into characters in good story of puppet (*wayang*) in the form of sheets (unrolled media) made of fabric or calf leather shaped into characters in puppet (*wayang*) story, both the Mahabharata and Ramayana. Each explanation is the scene of the story. If the puppet has been played the puppet can be rolled up (Aizid, 2012: 42). *Wayang beber* emerged and developed in Java during the Majapahit kingdom. Pictures of puppet characters painted on a piece of cloth or paper, then compiled scene by scene in order of the stories.

In order to learning writing short stories of the students more meaningful and optimal, researchers use Javanese's traditional music which can help ease the students to concentrate and be creative. Lozanov (2005: 72) states that by using a particular music a person can do the work tiring while remaining relaxed and concentrated. Relaxation accompanied by music makes the mind is always ready and able to concentrate. The

music used in this research *Laras Slendro*, one of Javanese traditional music.

## 2. RESEARCH METHOD

This research uses descriptive qualitative method because the data of the research are the description in the form of verbal expressions. Bogdan & Taylor (1975:4) state that qualitative methodologies refer to research procedures which produce descriptive data: people's own written or spoken words and observable behavior. In this research, the researchers tried to answer the problem in learning writing short story through *Wayang Beber* media for 9<sup>th</sup> grade students of SMP N 4 Ponorogo, East Java.

Place of research is at Ponorogo SMPN 4, Ponorogo as the duty of researchers, as well as a place to conduct research about learning to write short stories through the media of *wayang beber* for 9th grade schooling year 2014/2015. Time research was conducted from September to November, 2014. Data sources or informants in this study were teachers and students. Researchers also obtained data from official documents. In addition, data were also obtained from the record results of observations in addition to interviews with informants.

## 3. RESULT AND DISCUSSION

Firstly, the processes of learning take students were passive. Some students do seem to pay attention to the information the teacher but not the least student yawning, bored, chin resting, as well as the busy activity itself. Low skills to write short stories appear in the following indicators: (1) the idea of the story is not done creatively, (2) exploiting the potential of the word less, (3) students are not able to organize ideas well, and (4) students are still a lot of made mistakes. S

Lesson Writing Short Story includes: (1) Planning learning based on the initial survey conducted of precondition activity, it is known that there are major problems causing the students difficult to develop an idea/theme, use of vocabulary, it affected the students are not able to develop and write a short story well. Starting from the results of that analysis,

researchers assume that it needs some refresher learning or action that can motivate students to write well and more creative. Leonheard, (2001; 26) claimed for children who like to write and read into a superior student and have the ability of all subjects. Writing does require courage, without the courage of a writer will be many stops in his cranium (Sutejo and Kasnadi, 2006: 18).

The sequence of planned learning in this research as follows: (a) the condition of the classroom teacher; (b) the teacher to check student attendance; (c) the teacher held apperception on stories; (d) the teacher explains the basic competencies to be taught; (e) the teacher explains the theory of short stories; (f) the teacher explains the intrinsic elements of short stories; (g) the teacher explains the assessment rubric to write short stories; (h) the teacher installs two media *wayang beber* themed Panji stories per scene or *pajagongan* and explain briefly; (i) the teacher explains the grip and the contents contained in the Panji stories, so that students are inspired and was inspired to write a short story that is creative and innovative; (j) the teacher asks the students to form discussion groups; (k) the teacher rotates the piece-the piece of Java less than 5 minutes to invite students into the atmosphere puppet story making it easier to find ideas related to *wayang beber* media display and write grip-grip contained in *wayang beber*; (l) the teacher asks the students imagination and suppose the place, time, atmosphere, and events contained on *wayang beber* media and write it in the form of an innovative; (m) the teacher directs students to re-imagine determine the characters or actors and characters and write innovatively; (n) the teacher asks the students to discuss with members of the group about the idea, place, time, atmosphere, characterization and characters, and storylines that have been found; (o) the teacher asks the students to make a rough draft of a short story based on the results found individually with due regard to the agreed assessment rubric; (p) the teacher asks the students brainstorm each other or give

feedback between friends in the group for the improvement of the manuscript of short stories; (q) teacher goes around giving guidance to students in need; (r) the teacher asks the students to collect stories that made a rough draft; and (s) the teacher closes the learning and teaching will be continued in the second meeting.

The next activity on the implementation of learning in the classroom by using *wayang beber* combined Javanese traditional music to the 9<sup>th</sup> students of SMPN 4 Ponorogo of the results obtained by the students, as follows: the ability of students to write short stories through the media of *wayang beber* to evoke the spirit and hypnotize students to write a short story from the aspect of creativity define the idea/theme, to organize sentences are more effective and creative, to make use of vocabulary in the form of sentence construction draw with spelling in accordance with the enhanced spelling. Each aspects to get the average value of 99.98%. So, from the 30 students all completed and no student getting less value than a minimum completeness

NO.	Learning Outcomes Aspects	Pre-condition	After using <i>Wayang Beber</i>
1.	Class Average	66.66%	80%
2.	Grade under 75 point	90%	0%
3.	Grade 75	33,33%	0%
4.	Grade over 75	0%	100%
5.	Classical passing	33.33%	100%

criteria.

Table. 1. Result of Writing Short Story Skill of The 9<sup>th</sup> Grade Students of SMPN 4 Ponorogo Schooling Year 2014/2015.

Based on the table above indicates that the class average skill test write short stories through the medium of *wayang beber* combined Javanese traditional music in the pre-condition is 33.33%. After using the media

of *wayang beber* in writing short stories became 80.00% of the total number of students 30 students gained scores with excellent category with susceptible scoring 90 up to 100; 27 students gained scores good category with percentage of 80.00%; and 3 students scored the same as the classical passing. So the results of writing short story from the preconditions have increased significantly after using media of *wayang beber*.

Table 1. 2. Results of Investigating to Students Activities in Writing Short Story

Results of Investigation	Learning Activities		
	Pre-Condition	First Meeting	Second Meeting
Score average of results of investigation	70.00%	85.70%	92.00%

Based on the table above it shows that students' activities ranging from learning activities from the pre-conditions, the first meeting and the second meeting from students conditioned learning, activities of listening to the teacher, see the media of *wayang beber*, discussion, make a rough draft to the last activities write short stories experienced an improvement of 70.00% average followed the first meeting of an average of 85.70% and the second meeting reached 92.00%. This shows the liveliness, the seriousness in writing short story.

Main obstacle faced in learning writing short stories through the media of *wayang beber* is the implementation of the themes in the story of Panji when the students start to write short stories. Writing short story is a part of the concepts of recreation which means back to create a literary work is not just to read and enjoy literature itself (Wirajaya, 2005: 85).

### Discussion

*Wayang beber* is an ancestral heritage or our ancestors, the main story of Panji stories depicting the life realities that occur in humans. There are some rules contained in

Panji stories provision can be used by students to write short stories. The rulers of Panji stories include: (1) theme, (2) the storyline, (3) disposition, (4) setting or scene. Learning activities carried out in accordance with the lesson plan and is going well, happy and relaxed. Short story writing skills through the medium of *wayang beber* combined by Javanese traditional music, then the student is able to choose the idea/theme a fresh and creative. The rule in Panji stories depict loyalty, harmony, and hard work figures depict versatile as the characters are owned by Raden Panji packed with beautiful language, creative, and innovative. This is evident in the stories written by the students. Some stories written by the students had the idea/theme that is simple but well developed. The quality of writing short story as follows: (1) organizing paragraph, of stories of students' work through media of *wayang beber* combined by Javanese traditional music can be seen that the students are able to organize paragraphs well so easily understood by the reader of short stories; (2) development of language students are able to develop the language well. It is based on the results of student work in writing short stories through the medium of Javanese *wayang beber* combined Javanese traditional music make students able in composing complex sentence construction and cohesive and coherence; (3) mechanical errors that were previously often encountered in writing short stories students reduced although not one hundred percent. Shortening word can already be minimized. The use of spelling and capitalization are also appropriate. As for the evaluation of learning to write short stories there are still constraints include: (1) early learning to write short stories are still difficult to apply the grip-grip contained in Panji stories, (2) at the end of the collection of short stories there is still a mechanical fault which include spelling, sign read, and written on the conflict were not incisively short stories. Writing short stories through the medium of *wayang beber* combined with Javanese traditional music reveals: (1) the results are effective, (2)

children are eager to write short stories, (3) media of *wayang beber* able to hypnotize students in writing a short story by taking a grip-grip and ideas contained in Panji stories, (4) from the interviews the researcher with subject teachers, *wayang beber* is something new and raises the curiosity of students, as well as a gap that strategic to start writing short stories so that the students' attention is bound by the media, because students have felt fueled inspiration or inspiration, so having the ability/willingness finish short stories.

#### 4. CONCLUSION

Based on the research, the researchers conclude that: *first*, the planning of learning to write short stories through the medium of *wayang beber* combined by Javanese traditional music can be implemented in accordance with the lesson plan and can be received by students with a good, happy and comfortable; *second*, the implementation of learning to write short stories through the medium of *wayang beber* combined by Javanese traditional music can run well, smoothly, and relax. The results of learning to write short stories with the title very well a number of 3 students, and a good number of 24 students predicate, and predicate quite a number of 3 students. with classical completeness average of 80.00%; and *third*, on the evaluation activities at the beginning of the learning difficulties implementing the grip on the Panji stories can be resolved thanks to the patience, perseverance, and diligence of subject teachers, mechanical errors can be minimized. Besides, the utilization *wayang beber* media have been effective because it is something new and strategic gap to start writing short stories so that the students' attention with the media *wayang beber* bound, hypnotized students, ignited, inspired so having the ability the ability to write short stories.

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