

Implementation of Project Based Learning Model with Windows Movie Maker Media in Improvement of Short Story Writing

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Abstract. This research is motivated by the lack of ability of students in writing short stories. This research apply project based learning model with windows movie maker media. The formulation of the problem is "Whether the application of project based learning model with windows movie maker media can improve the ability to write short stories of students." In accordance with the formulation of the problem, the hypothesis of this research is the application of project based learning model with windows movie maker media can improve writing skills Short stories of students greater than or equal to 75. This study is based on the Kemmis and Taggart self-reflection model that lasts for 2 cycles. Based on the observer's observation, teacher activity in learning has increased at every meeting and cycle, starting from cycle I teachers get the average value of 82,5. In the second cycle get an average value of 97.5. Similarly, student activity on cycles 1 obtained an average of 75, and in the last 2 cycles the average score was 95. The results of the questionnaire generally showed that students responded positively to the short story writing model using project based learning and media windows movie maker . Implementation of Project Based Learning model with Windows Movie Maker Media can improve students' writing skill. It is shown by the average value of pretes of 42.4 increased in cycle I with an average of 78, then increased again in cycle II with an average of 85.4. Hypothesis test results in this study obtained t count equal to 6.992. Meanwhile, with the degree of freedom 19 at the level of significance 0.05 (5%) obtained t table value of 1.729. So t count> t table is 6.992> 1.729 so H_0 .

Keywords: Project Based Learning Model; Windows Movie Maker Media; Writing Short Story

I. INTRODUCTION

Writing is a productive and expressive activity. Through writing activities can be conveyed ideas, ideas, thoughts and feelings that can open the gates of science as an introduction to success. Progress of a nation and state can be measured from the advanced or not written communications of the nation [1]. Thus, the more and more quality of writing produced by a country, the more advanced the written communications state. Tarigan [1] also expressed his opinion about the character of an educated person or nation can be seen from the ability to write the person or nation, how one can express what is in his mind through the preparation of words and sentences structure that is true and easily understood. Thus, everything that is thought can be passed on to others through the resulting writing.

Emilia argues, writing is a key factor for learners to be successful in learning [2]. In addition, the results of research conducted by Walshe, Sharley, & O'Meara in Alwasilah [2] proved that successful learners in the test are almost always competent authors. This is due to the ability to reveal all the knowledge, ideas, ideas and feelings it has. In fact, Collerson in Alwasilah [2] argues that learning to write effectively is a

very important part of our learner's education, and writing ability can be a very valuable asset throughout their lives.

One of the writing lessons taught at middle school is writing short stories. Short story is one of the most written fiction types [3]. Also raised by Aksan [4], one of the most important sources for writing short stories is the author's personal experience. Similarly, Walshe argues for the importance of the role of writing in one's personal development, cited by Emilia as follows:

When children or adults are asked to write about their own experiences, they engage in a creative and original process: they write about their ideas, feelings, fears and hopes, and thus of course they write about themselves, which Can strengthen identity, self-image, and self-reliance [2].

Based on that opinion, it can be concluded that through writing short stories can improve the development of one's personality. This is in line with the objectives of the 2013 curriculum that emphasize the attitude or affective aspects of each lesson. In addition, the 2013 curriculum brings the mission for the next generation of the nation has the competence in the field of writing. The ability to write as an

important point to eliminate plagiarism and make the nation of Indonesia as a nation that is educated and has a good personality. As stated by Kemendikbud Prof. Dr. Mahsun[5], as follows:

Elementary, junior and senior high school have prepared the text. Early more narrative later on the higher like report, need to observation. If the curriculum is smooth this student will not be hard to write and plagiarism begins to disappear.

The statement means showing the low ability to write the generation of the nation and the plagiarism-plagiarism so that the lack of paper that can be published. The paper produced by the Indonesian nation is very low compared to other countries, stated by Alwasilah [6] on the results of the last five years research, "It is estimated that in the last five years Indonesia has published around 6000 titles. This figure is obviously much lower than Malaysia with 8000, Singapore with 12,000 and Javan with 60,000 new textbooks".

Efendi in Kompasiana.com expressed his opinion about the low ability to write due to the lack of creativity of teachers and students. Teachers are less able to stimulate students to pour out everything in their hearts and minds. Indonesian teachers tend to give theories that are memorized, so that students feel bored and not aroused willingness and ability to write. Teacher orientation is generally more to the value of the test results in the form of theory, not to the process of formation of students to be creative, so that students love to practice pouring his thoughts through a writing. As stated by Walshe in Alwasilah [2] that writing is a skill, so the learner must learn to write by writing alone. That is, that writing ability is obtained from the writing process itself. Therefore, in relation to teachers who teach writing as a process, Britton, Burgess, Martin, Mc. Leod & Rosen in Alwasilah, et al., [2] asserts the following:

Teachers have reason to be interested in the writing process. Their involvement in all of the learning process of their learners requires that they understand how something is written, not just what is written. They can bring all of their knowledge or life experience when he reads his learner's writings, realizing, perhaps intuitively, that what they already know about a learner and his mind as they read his writings allows them to understand and appreciate something that people may not understand other.

Similarly, Walshe in Alwasilah, et al., [2] also said that the teacher's understanding of the writing process is the basis for the teacher's effort to help the learner develop as a writer. Meanwhile, Murray in Alwasilah, et al., [2] suggested to teachers to write as follows:

Writing teachers should be ready to diagnose the problems facing learners and respond to the problem, encouraging them to take the initiative during the writing process, since the writing lessons will be most successful if the learner finds the problem and solves the

problem by themselves. All teachers have to do is create a climate that allows the writing process to take place, and the most successful teachers are those who intervene-or teach-as little as possible.

It is also felt by the author at the time of conducting preliminary stages in Islamic Junior High School Assabiquun class IX. Students are still minimal interest and ability in writing, one of them write short stories. Students have difficulty getting started, stringing words let alone presenting interesting stories. The writer's anxiety is a problem that must be solicited. Especially writing a narrative narrative is the first step so that students begin to master writing skills and not plagiarism. Of course, the ability to write this short story needs to be pursued.

To overcome the problem of writing a short story, one of them can be attempted with the selection of models and learning media as a tool that can improve the ability to write short stories of students. How to apply a lesson will greatly affect the ability of students in educating themselves. Joyce, et al. [7] suggests a successful teacher is not just a charismatic and persuasive presenter. Furthermore, successful teachers are those who engage students in cognitive and social loaded tasks, and teach them how to do the tasks productively. Related to that, Daryanto [8] suggests that one of the model of learning poured through the general guidance of learning in Permendikbud number 81a in 2013 is a project based learning model (Project Based Learning). Al Tabany [9] describes Project Based Learning is a student centered learning and puts teachers as motivators and facilitators, in which students are given the opportunity to work autonomously to construct learning. Therefore, the learning model enables students to be able to produce a short story through the process through which the Project Based Learning.

In addition to varied and innovative learning models, one way to improve students' writing skills is by selecting appropriate learning media. Learning methods and media are expected to convey the message of learning, as stated by Munir [10] about the benefits of learning media one of them to explain the learning material or object that is abstract (not real, not visible directly) to be concrete (real can be seen, Or touched). Iskandarwassid and Dadang [11] revealed by knowing the media of teaching and understanding the ways of its use will greatly assist the task of the teachers in improving the effectiveness of the learning process.

One medium that can be used to stimulate the imagination of students so inspired from personal experience is through the media windows movie maker. Akbar [12] suggested the definition of Windows movie maker is a standard application processing vidio very useful for making vidio. Fitri [13], in <http://makalahkomputerfitri.blogspot.co.id> also explained about Windows Movie Maker which is a multimedia of computer software in the form of animation that can be adapted to the characteristics and learning environment of students. The media can certainly help students in

composing short stories, because students can pour chronologically sequence of events or problems that will be developed into a short story through the image of the events contained in the movie maker video. Windows Movie Maker consists of moving pictures, sounds and text, so that learning will be more interactive and stimulate the students' imagination to pour a story or writing in the form of short stories.

Based on the above description, the authors feel the need to conduct a classroom action research in Islamic Junior High School Assabiquun class IX with the title Application of Project Based Learning Model with Windows Movie Maker Media in Improving the Ability of Writing Short story.

II. RESEARCH METHOD

The method used in this research is Classroom Action Research method (Classroom Action Research) or often abbreviated as PTK. A TOD is one form of research that is of particular action to improve and improve classroom learning practices. So research focuses on developing education and learning activities in the classroom. The research model used in this research is Kemmis and Mc Model. Taggart.

The results of the research in the PTK will provide useful input to improve the practice of learning in the classroom, so that the learning process towards a better classroom action research can be done by each teacher to improve the quality of learning without leaving the main task as a teacher.

Classroom action research should be done logically, systematically, and honestly in the report, so that valid data will be obtained in accordance with the facts in the field. The data obtained can be used as a reference to improve and improve the quality of learning. So every teacher has the motivation to try to solve problems in learning. Not only to improve the quality of students, but also to improve the quality of the teachers themselves.

III. RESULT AND DISCUSSION

This classroom action research was conducted in class IX B of Islamic Junior High School Assabiquun Kp. Tonjong Ds.Sukaragam Kec. New Attack Kab. Bekasi with a total of 20 students. This classroom action research is carried out on a cycle basis, with an indicator of the success of KKM achievement ≥ 75 . Thus, if student learning outcomes have not reached the KKM then the cycle will continue. The cycle is stopped when the success indicator is reached. This classroom action research is the application of project based learning model by using windows movie maker media in an effort to improve students' writing skill. So from this research is expected to increase the ability of students in writing short stories. Here the authors present in detail the results of research and discussion.

In the early stages of the study, the authors feel interested to develop the potential of students in terms of

writing, especially facilities and learning infrastructure students in Islamic Junior Assabiquun is very adequate. However, the ability to write short stories of class IX students was still very minimal. After the authors discussed with colleagues who later became observers in this class action research, then there are some things that become problems in the process of writing short story writing that must be improved, as follows:

1. the ability of class IX students in writing short stories is still very minimal, students lack imagination and difficulty stringing words;
2. lack of teacher creativity in short story writing, so students tend to be monotonous and saturated when learning;
3. the lack of maximum delivery and motivation of teachers in providing materials so that students are less interested in meulis short stories;
4. limitations of time in learning to write short stories, so that students are less concentrated and in a hurry in the process.

Based on these deficiencies, the authors try to improve themselves by applying project-based learning model in order to do the short story, the students have a long workmanship time, and also the students can pass the stages of making short stories by continuing guided, helping each other with friends Confidence to express his work. Then I try to be more creative to develop students' imagination with windows movie maker media. In addition, the authors have much to learn that the material presented to the child more easily understood and applied in the learning process. It is an improvement effort that will be done by teachers so that students are more motivated, not saturated and in a hurry to work.

Before conducting classroom action research, the writer performs a pret to the students of class IX of Islamic Junior High School Assabiquun to know the students' initial ability this year. Based on the results of the assessment, obtained the average class of 42.4 students all the value is still below the KKM of 75. Then after the cycle I obtained an average value increase of 78. Kemudian meningkat return on the average cycle II obtained by 85, 4.

The Lesson Plan (RPP) is initially intended for one cycle only, but because there are still students who get the value under KKM then after cycle I is done cycle II with the addition of meeting in the next cycle. If in RPP cycle I consists of 4 meetings, then in cycle II consists of 3 meetings. So the total number of meetings in this classroom action research is 7 times in two cycles.

Implementation of learning in this class research takes place according to the planned implementation of learning that has been determined. In the implementation of learning there are teacher activities. It appears that the increase in teacher activity from the 1st meeting gained a score of 70, then the second meeting got the value 75, the 3rd meeting got the value 80, the 4th meeting got the value 85, the 6th meeting got 90 and the 6th meeting and To-7 obtained a value of 95. So it can be concluded that the teacher tried to improve themselves at

each meeting. It affects the student activity and smooth the learning process.

Then, the increase in student activity at each meeting seems to increase as well. The 1st meeting with a value of 75, increased at the 2nd and 3rd meeting with a value of 80. Then increased at the 4th and 5th meeting with a value of 90 and increased again to 95 at the 6th and 7th meeting. So students also increase the activity with increased behavior at each meeting for much better.

Increased activity of teachers and students, the effect on improving the ability to write short stories of students, ranging from pretest, posttest cycle I and posttest cycle II. The ability to write short stories of students ranging from pretest to an average of 42.4 means that all students get grades under the KKM. Then the average value of students increased in cycle I to 78 but there are still 5 students from 20 students who scored under the KKM. Furthermore, in cycle II the average value of students increased again to 85.4 with the total student value above the KKM of 75.

IV. CONCLUSIONS

Based on the discussion of the results of research in the previous chapter, the authors can draw the following conclusions.

1. Based on observer observations, teacher activity in this classroom action research continues to increase at every meeting and cycle from cycle 1 first meeting of teacher get value 82.5, second meeting get value 85, third meeting get value 90 and fourth meeting get value 95. Then in cycle 2 proceed the fifth to sixth meeting with a value of 97.5. It shows that the teacher is trying to improve the deficiencies in each learning activity.
2. Through observer observation also obtained the increase of student activity from cycles 1 first meeting with value 75, second meeting with value 80, then third meeting with value 85 and fourth meeting got value 85. Next on cycle 2 the fifth meeting gets value 90, meeting The six got a score of 95 as well as at the seventh meeting got a value of 95. It shows that the students attempt to improve the deficiencies in each learning activity.
3. Based on questionnaires that have been filled by students, students give a positive response to the model of learning to write short stories using project based learning and media windows movie maker. Students choose strongly agree and agree to each item questionnaire.
4. Use of Project Based Learning Model with Windows Movie Maker Media can improve students' writing skill. It is shown by the average value of pretest of 42.4 increased in cycle 1 with an average of 78, then increased again in cycle 2 with an average of 85.4. When the pretest all students get the value below KKM 75, then in cycle 1 has increased 15 students got the value above KKM and 5 students still

under KKM, then in cycle 2 all students get value above KKM 75 with lowest score 76 and highest score 96.

5. Hypothesis test results on this class action research obtained t count of 6.992. Meanwhile, with the degree of freedom 19 at the level of significance 0.05 (5%) obtained ttable value of 1.729. So $t_{hitung} > t_{table}$ is $6.992 > 1.729$ which causes H_0 accepted, that is the ability to write short story students using project based learning model with windows movie maker media get value more than equal to 75.
6. Obstacles experienced by students in writing short stories based on the results of reflection is the ignorance of students about the formal aspects of short stories and intrinsic short stories, students' difficulties combine elements or structure of short stories because of minimal imagination and difficulty stringing words and still lack of ability of students in the use of short story language. It attempts to be improved on each cycle to an increase measured by the value of student short story writing on pretest, cycle 1 and cycle 2.

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