



**IMPROVING THE ABILITY TO WRITE Fiction
PROSA (SHORT STORY) USING INTERACTIVE
LEARNING MEDIA SEMESTER 7A PBSI
UNIVERSITY OF MUSLIM NUSANTARA AL
WASHLIYAH YEAR 2020/2021**

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Abstract

This study aims to determine the ability to write prose fiction and drama by applying the use of video-based interactive learning media in the 7 semester of PBSI, University of Muslim Nusantara Al Washliyah year 2020/2021. The research method used in this research is quantitative descriptive method using Classroom Action Research (CAR). The population in the study amounted to 91 in 7 semester students of the PBSI Department at the Muslim Nusantara Al-Washliyah University. The sample in this study was 32 students in semester 7A PBSI University of Muslim Nusantara Al Washliyah year 2020/2021. Before carrying out cycle I, the initial test obtained an average score of 66.9, or the percentage of outcome assessment (PPH) of 66.9%. The next step is to carry out the action with II cycles. In cycle II, the average score of 72.4, or the percentage of outcome assessment (PPH) of 72.4%, is higher than the initial test, but has not met the target of implementing the action. To achieve better learning, reflection is carried out for further action. Then proceed to cycle II with an average value of 80.4, or the percentage of outcome assessment (PPH) of 80.4%. The target for the implementation of the measures was an average of 70 individually and

classically. This means that there is a very significant increase.

Keywords: *Interactive Media, Prose Fiction/Drama, Videos*

A. Introduction

1. Understanding Video and Benefits

In the process of learning activities, videos can be used as a medium for delivering material that can be addressed to each student. Ministry of National Education, in KBBI (2010) video is a recording of a live image or television program to be broadcast via a television set, or in other words, a video is a display of moving images accompanied by sound. Videos can be used as a supporting tool in interactive learning activities. In contrast to Sadiman, Riski (<https://www.cryptowi.com/pengertian-video/>) states that video is a medium for sending messages that can display sound and moving images. The messages conveyed can be in the form of facts (news or important events) or fictitious (engineering stories) which can be educational and informational.

Based on the above opinion, it can be concluded that video is a medium for sending messages in the form of sound moving image recordings that are displayed in fact or fictitiously which are informative or educative.

Videos can be used for almost all topics, types of students, and every domain, namely cognitive, affective, psychomotor, and interpersonal. In the cognitive realm, learning can observe dramatic recreation of past historical events and actual recordings of current events, because the elements of color, sound and motion are able to make characters feel more alive. In addition, watching videos, after or before reading, can strengthen students' understanding of the teaching

material presented.

In the affective domain, videos can strengthen students in feeling the emotional elements and attitudes of effective learning. This cannot be separated from the potential emotional impact that video has, where it is able to directly reinforce the personal and social aspects of students. In the psychomotor realm, video has the advantage of showing how the process of something is made. For example in demonstrating how to arrange flower arrangements, or cooking in a yoga lesson and so on. All of that will feel simpler, more detailed, and can be repeated.

According to Musaddaq (<https://mushaddaq.wordpress.com/2016/11/26/media-pembelajaran-berbasis-interactive-video/>) other benefits and characteristics of video or film media in increasing the effectiveness and efficiency of the learning process, including:

- a. Overcoming distance and time,
- b. Able to describe past events realistically in a short time,
- c. Can take students on an adventure from one country to another, and from one period to another,
- d. Can be repeated if necessary for added clarity,
- e. The message he conveyed was fast and easy to remember,
- f. Develop students thoughts and opinions,
- g. Develop imagination,
- h. Clarify abstract things and provide a more realistic explanation,
- i. Able to act as the main media for documenting social realities that will be dissected in the classroom,
- j. Able to act as a storyteller who can provoke the creativity of students in expressing their ideas.

Video is an electronic signal processing technology that includes motion pictures and sound. To be able to use video as an alternative media in learning, we must know the video media tools, namely: Video Tape Recorder (VTR), Video Cassette Recorder [VCR], and Mini-DV), Video Disc, Video Compact Disc (VCD) Digital Video / Versatile Disc (DVD), and Handycam.

2. Learning Media Based on Interactive Video

Interactive learning media is a teaching delivery system that presents recorded video material with computer control to viewers (students) who not only hear and see video and sound, but also provide active responses and that response determines the speed and sequence of the presentation (Seels & Glasgow in Arsyad, 2002: 36). It is referred to as interactive media because this media is designed to involve active user responses, so it can be classified as E-Learning teaching materials. According to Swajati (2005) that E-Learning is an effort to make a transformation of the teaching and learning process in schools into digital form. The transformation process to make the learning atmosphere more interesting and less boring.

Based on observations in researchers, E-Learning media can be divided into two, namely online interactive media and offline interactive media. Online E-Learning media can be realized in the form of a website / website. This function is to make it easier to convey and update the content. Students can also e-mail other students, post comments on discussion forums, use chat rooms to communicate directly. Meanwhile, offline E-Learning media can be realized in the form of a CD. The advantage of using offline media, namely Interactive CD-Multimedia, where Interactive CD-Multimedia is able to display multimedia with larger files, is much more efficient than using online media, has a high level of

interactivity because it has more learning experiences through text, audio, video to animation. which is packaged in the form of image shows that are displayed along with the title and voice narrative and also display human behavior or complex work.

3. Use of Interactive Video Media in the Learning Process

According to Musaddaq in Anderson (1987:104) explained the use of interactive video learning media for several purposes including:

1. For cognitive purposes
 - a. Can be developed, which concerns the ability to recognize again and the ability to provide stimulation in the form of harmonious motion.
 - b. With interactive video you can also show a series of still images, with or without sound.
 - c. By using videos, knowledge of certain laws and principles can also be taught.
 - d. Interactive video can be used to show examples of how to behave or act in an appearance, especially regarding human interaction.
2. For psychomotor purposes
 - a. Interactive video can be clarified, either slowed down or accelerated. Example: drama, swimming etc.
 - b. With interactive videos students can immediately get visual feedback on their ability to try out the skills related to the movement.
3. For affective purposes

Interactive video can be used with a variety of techniques and effects. Interactive video can be a very powerful medium to influence the attitudes and emotions of the viewer.

4. Advantages and Disadvantages of Interactive Video

According to Musaddaq (<https://mushaddaq.wordpress.com/2016/11/26/media-pembelajaran-berbasis-interactive-video/>) the advantages contained in Interactive Video include:

- a. By using interactive video, we can reproduce certain movements.
- b. With interactive videos, students performances can be immediately viewed again to be criticized or evaluated.
- c. By using certain effects it can be strengthened both the learning process and the entertainment value of the presentation.
- d. Students will get the complete content and arrangement of the lesson / exercise material, which can be used interactively.

According to Musaddaq (<https://mushaddaq.wordpress.com/2016/11/26/media-pembelajaran-berbasis-interactive-video/>) shortcomings contained in Interactive Video include:

- a. When it will be used, video equipment, of course, must already be available at the place of use.
- b. Compiling a video scenario is not an easy and time-consuming task.

B. Method

The method used in this research is quantitative descriptive method. This research is an action research and the research design used is a classroom action research design. The research design according to Arikunto (2006: 16) consists of action cycles, each of which consists of planning, acting, observing, and reflecting. The following describes a model in classroom action research that will be used as a cycle in

research. In this research, the population limitation is all 7 Semester Students of FKIP PBSI UMN Al Washliyah year 2020-2021. The sample in this study were 43 7A semester students FKIP PBSI UMN Al Washliyah year 2020-2021. Then the sample to be taken is $35\% \times 91 = 31.85$ so that it is rounded up to 32.

C. Finding and Discussion

The data described is the application of video-based interactive learning media in learning prose fiction and drama courses in semester 7A PBSI University of Muslim Nusantara Al Washliyah year 2020-2021. The research was conducted with Classroom Action Research (PTK) which used certain actions in two cycles (cycle 1 and cycle 2). However, before doing cycle 1 and cycle 2, the researcher first conducted a pretest.

After the initial tests were conducted on students of semester 7A PBSI UMNAW, it was found that the students ability to write prose fiction (short stories) showed that only 15 students or 46.9% were able (successfully) to write the text with A there were 2 students and B there 13 students. Meanwhile, there were 16 students with a C grade and 1 student with a D grade or 53.1%. The class average score is 66.9% with a C value (sufficient). This shows that the level of student ability in writing prose fiction (short stories) is still relatively low.

Table 1. Success Rate of Each Aspect of Writing Assessment Prose fiction texts (short stories) by PBSI 7A semester students on the Preliminary Test

No.	Assessment Aspects	Succeed (Grades A and B)		Not Successful (Grades C and D)	
		Total students	(%)	Total students	(%)
1.	Completeness of the formal aspects of the short story	20	62.5%	12	37.5%

2.	The completeness of the intrinsic elements and the integration of the elements / structure of the short story	18	56.3%	14	43.7%
3.	The suitability of the use of short story language	26	81.3%	6	18.7%

In accordance with the results of the initial tests that have been carried out, action is given using interactive learning media to improve the ability to write prose fiction text in the form of short stories by students of semester 7A PBSI University of Muslim Nusantara Al Washliyah year 2020-2021, namely in cycle I.

Based on the data obtained, as many as 21 people or as many as 65.6% of students who got the good category (70–84), while those who got the sufficient category (60–69) were 11 students or 34.4%. This means that there are still some students who have not been able to write good prose fiction (short stories). Furthermore, it can be seen that the success rate of each aspect of the assessment in cycle I which consists of the number and percentage of students who succeed and those who do not succeed for each aspect of the assessment.

Table 2. The Level of Success of Each Assessment Aspect of Writing Prose Fiction (Short Story) in Cycle I

No.	Assessment Aspects	Succeed (Grades A and B)		Not Successful (Grades C and D)	
		Student Jlh	(%)	Student Jlh	(%)
1.	Completeness of the formal aspects of the short story	26	81.2%	6	18.8%
2.	The completeness of the intrinsic elements and the integration of the elements / structure of the short story	22	68.8%	10	31.2%

3.	The suitability of the use of short story language	31	96.9%	1	3.1%
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The results of the first cycle test on the ability to write prose fiction (short stories) by semester 7A students of PBSI UMNAW, namely the average ability to write short stories well, there were 26 students (81.2%) who obtained qualification A there were 1 student and qualification B there 25 students, were able to write prose fiction (short stories) well. While students who have not been able to write prose fiction (short stories) properly, there are 6 students (18.8%) who all obtained C qualifications. For the aspects of completeness of the intrinsic elements and the integration of short story elements / structures, there are 22 students (68.8%). able to write prose fiction (short stories) with the completeness of the intrinsic elements and the integration of the short story elements / structure, all of which get a B qualification. , 2%) all of whom got qualification C. The aspect of suitability of the use of short story language is 31 students (96.9%) with qualification A there are 4 students and qualification B there are 27 students, have succeeded in explaining the suitability of the use of short story language well. Students with qualification C there is 1 student (3.1%) who have not succeeded in explaining the suitability of using short story language well.

From the explanation above, it can be seen that the average acquisition of the ability to write prose fiction (short stories) by the 7A semester students of PBSI UMNAW is 72.4. To achieve better learning outcomes, learning improvements will be carried out in cycle II, by improving learning to write prose fiction, especially in the aspects of completeness of intrinsic elements and the integration of short story elements / structures, namely conducting discussions accompanied by lecturers. Based on the research results, it was found that an average

increase of 32 students was 5.5. This increase could be seen from the student learning activities during the teaching and learning process.

The implementation of cycle II refers to the implementation of cycle I that was carried out previously. Based on the results of reflection and the acquisition of learning outcomes obtained in cycle I, there were 27 students who obtained scores below 80. This shows that students are still less capable of writing fictional prose (short stories). Seeing this problem, then with the direction of the researcher made learning improvements through cycle II. In this case, it is expected to focus more on aspects that have not reached the target, namely on the completeness of the intrinsic elements and the integration of the short story elements / structures, namely by maximizing the effective video-based interactive learning media.

Based on the data obtained, as many as 3 students or about 9.4% of students received the very good category (85-100). About 27 people or as many as 84.4% of students got the good category (70 - 84), and 2 students or as many as 6.2% got the enough category (50 - 69). To find out the level of success can be seen in the following table:

Table 3. The Level of Success of Each Assessment Aspect of Writing Prose Fiction (Short Story) in Cycle II

No.	Assessment Aspects	Succeed (Grades A and B)		Not Successful (Grades C and D)	
		Student Jlh	(%)	Student Jlh	(%)
1.	Completeness of the formal aspects of the short story	31	96.9%	1	3.1%
2.	The completeness of the intrinsic elements and the integration of the elements / structure of the short story	31	96.9%	1	3.1%

3.	The suitability of the use of short story language	32	100%	0	0%
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The results of the second cycle test on the ability to write prose fiction (short stories) by semester 7A students of PBSI UMNAW, namely the average ability to write fiction (short stories) logically, there were 31 students (96.9%) who obtained qualification A there were 10 students and qualification B there are 21 students, able to write prose fiction (short stories) logically. While students who have not been able to write prose fiction (short stories) logically there are 1 student (3.1%) who all obtained C qualifications. For the aspects of completeness of the intrinsic elements and the integration of short story elements/structures, there are 31 students (96.9%) who have able to write prose fiction (short stories) with the completeness of intrinsic elements and the integration of short story elements/structures, with qualification A there are 2 students and qualification B there are 29 students.

Based on this explanation, it can be concluded that the average score of the ability to write prose fiction (short stories) by semester 7A students of PBSI UMNAW in cycle II is 80.4. The following are the results of the increase in writing fictional prose (short stories) in cycles I and II:

Table 4. Improving Student Learning Outcomes Semester 7A PBSI, Muslim Nusantara University Al Washliyah in Cycle I and II

No.	Initial Test	Cycle Test I	Enhancement	Cycle II Test	Enhancement
1	50	58.3	8.3	75	25
2	50	58.3	8.3	75	25
3	58.3	75	16.7	83.3	25
4	75	75	0	83.3	8.3
5	58.3	75	16.7	75	16.6
6	75	75	0	83.3	8.3
7	50	75	25	83.3	33.3
8	75	75	0	83.3	8.3

9	75	75	0	83.3	8.3
10	75	66.7	-8.3	75	0
11	58.3	66.7	8.3	83.3	25
12	83.3	83.3	0	91.7	8,4
13	75	83.3	8.3	83.3	8.3
14	66.7	75	8.3	75	8.3
15	66.7	66.7	0	83.3	16.6
16	50	58.3	8.3	66.7	16.7
17	75	75	0	83.3	8.3
18	75	83.3	8.3	83.3	8.3
19	66.7	75	8.3	75	8.3
20	66.7	75	8.3	83.3	16.6
21	75	83.3	8.3	91.7	16.7
22	83.3	75	-8.3	91.7	8,4
23	66.7	75	8.3	75	8.3
24	75	75	0	83.3	8.3
25	75	66.7	-8.3	83.3	8.3
26	58.3	66.7	8.3	83.3	25
27	58.3	66.7	8.3	83.3	25
28	75	66.7	-8.3	75	0
29	66.7	83.3	16.6	83.3	16.6
30	66.7	75	8.3	83.3	16.6
31	41.7	58.3	16.6	66.7	25
32	75	75	0	83.3	8.3
Jlh	2141.7	2316.6	174.6	2571.2	429.5
Average	66.9	72.4	5.5	80.4	13.5

Based on the research results in the table above, it was found that an average increase of 32 students was 13.5%. This increase can be seen from the student learning activities during the teaching and learning process. Thus, the application of video-based interactive learning media helps improve the ability to write prose fiction (short stories) by students of semester 7A PBSI UMNAW year 2020-2021.

Based on the process and learning outcomes of writing fictional prose (short stories) in the second cycle, learning outcomes can be stated by applying video-based interactive learning media. This can be seen from

the acquisition of an average value of 2571.2 or a PPH of 80.4%. Thus, the average score in cycle II is categorized as good. In addition, based on the percentage of classical completeness (PKK), it was obtained that 93.7% of students achieved a percentage of $\leq 70\%$ assessment results. This means that classical learning completeness has been achieved.

D. Conclusion

Learning to write fictional prose (short stories) using video-based interactive learning media can improve student learning outcomes. This can be seen from the significant increase in student learning outcomes in writing prose fiction (short stories). The ability of students in writing fictional prose (short stories) on the initial test is classified as low, this can be seen from the overall student average of 66.9%. Learning in the first cycle by utilizing video-based interactive learning media with the Classroom Action Research (CAR) flow. It is proven that learning outcomes have increased by an average of 72.4%. Then carried out learning in cycle II with an average of 80.4%. The increase in student learning outcomes after being given improvement in learning twice (two cycles) in total was 13.5.

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