

IMPROVING SHORT STORY WRITING ABILITY USING EXPERIENTIAL LEARNING MODEL FOR CLASS 11th STUDENT OF SMK MAARIF PRINGSEWU DURING THE COVID-19 PANDEMIC

Abstract

Aims: One alternative to solving problems in improving writing skills in class XI students at Maarif Pringsewu Vocational School during the covid-19 pandemic is to implement an experience-based learning model. The purpose of this research is to improve students' ability to write short stories using experiential learning models during the Covid-19 pandemic.

Study Design: This research is classroom action research (CAR) which is carried out in three cycles. The subjects in this study were class XI students of SMK Ma'arif Pringsewu, Pringsewu Regency as many as 21 students. The place of this research is SMK Ma'arif Pringsewu, Pringsewu Regency. In cycles I, II, and II the researchers applied the experiential learning model. The data collections technique in this study used observation, documentation and writing test. The analysis technique in this study used quantitative by distribution frequency.

Results: The experiential learning model could improve students' ability to write short stories. The increase in students' ability to write short stories can be seen from the level of mastery of students who reach MPC 75 in learning to write short stories in the first cycle as many as 2 students (9.5%), in the second cycle students who reach MPC 75 increase by 13 students (61.9%) and in the third cycle, students who achieved MPC 75 increased by 19 students (90.5%) or had succeeded in achieving the expected target, which was > 75% of the total number of students.

Keywords: Classroom Action Research, Experimental Learning Model, Vocational High School

1 INTRODUCTION

1.1 Research Background

Learning to write is very important to be taught in schools so that students can be involved in reading and writing activities. One form of ability that must be possessed by students is the ability of students to write short stories. To achieve good short story writing skills, continuous practice is needed because compiling an idea, opinion and experience into an orderly, systematic, and logical series of texts is not an easy job.

According to Tarigan (2013: 4) "writing skill will not come automatically, but must go through many and regular writing and practice exercises". Writing is a creative process of expressing ideas in the form of written language with the aim of, for example, informing, convincing or entertaining. The goal can be achieved if there is a language as a medium, because with language a person can express his ideas orally or in writing. Seeing the importance of language as a medium of information, it is necessary to have a continuous teaching development, both in the community and in the school environment. In particular, to achieve the teaching objectives in the K13 Curriculum for Indonesian Language and Literature Education.

One form of writing ability that must be possessed by students is the ability of students to write short stories. According to Nurgiyantoro (2012:10) Short story is a story that is finished reading in one sitting, approximately between half to two hours. According to Suyanto (2012: 46) short stories are more dense and direct to the goal than other longer fiction works such as novels. This short measure is based more on the limitations of the development of its elements.

The ability to write short stories is important to be taught to students so that they can express and develop their imagination. The ability of students to write short stories is contained in basic competence 4.9 Class XI of high school, namely constructing a short story by paying attention to the elements of short story building with indicators of competence achievement determining the topic of life in short stories and writing short stories by paying attention to the building elements.

Writing a short story is like writing any other essay. Writing a short story must also have an idea or inspiration. Ideas can arise through dreams or the real world that has been experienced by the author or the experiences of others. Interesting and impressive experiences, facing complicated problems that disturb the mind, make you restless, disappointed are sources of ideas to be used as writing materials or short stories. To achieve this ability, students' abilities are needed which are obtained from the learning process.

Learning is considered successful if students achieve the learning objectives formulated in the lesson plans by applying the process of teaching and learning activities, the learning objectives have been delivered to students and are measured by evaluating questions. To facilitate the achievement of learning objectives, educators must follow the steps that have been stated in the lesson plans and can package them through learning models so that they are more effective and efficient in achieving learning objectives. However, what happens in the field, many educators pay less attention to the selection of approaches, methods, or learning strategies. As a result of teachers who pay less attention to the selection of approaches, methods, or learning strategies, it will have an impact on student learning outcomes.

The purpose of learning to write short stories that have not been optimal also occurs in class XI students at SMK Maarif Pringsewu, Pringsewu Regency. The ability of students in writing short stories is still said to be low, it can be seen from the students' learning outcomes in writing short stories.

One alternative to solving problems in improving short story writing skills for class XI students at Maarif Pringsewu Vocational School during the covid-19 pandemic is to implement an experiential learning model. The experiential learning model is a learning model that is expected to create a more meaningful learning process, where students experience what they learn. Through this model, students do not only learn about material concepts because in this case students are directly involved in the learning process to make it an experience.

The experiential learning model has the advantage that it can increase students' enthusiasm for learning, help create a conducive learning atmosphere because learning relies on individual discoveries, creates joy in the teaching and learning process, because learning is dynamic and open from various directions, and encourages and develops creative thinking because of participatory learning to find something. The use of experiential learning models can build students' knowledge of writing, as well as values, and attitudes through direct experience. With experience in writing, students can direct the learning process on all matters relating to information and facts or facts obtained.

Relevant research on the experiential learning model conducted by Eliyani (2016) obtained the results that the experiential learning model was constructed to improve the quality of the teaching and learning process. The increase in question can be seen from the activeness, interest, attention, and motivation of students in learning to write short stories which have increased every cycle.

Another research conducted by Lindawati (2019) with the title "Application of the Experiential Learning Model to Improve Short Story Writing Skills", it was found that the Experiential Learning learning model, can improve students' short story writing skills. Furthermore, the research conducted by Bako (2020) with the title "Efforts to Improve Short Story Text Writing Skills Through Experiential Learning in Class XI Students of Anugerah Private Vocational Schools", the results obtained that using the Experiential Learning learning model, can improve students' short story writing skills.

The difference between previous research and current researchers is that the learning process is carried out remotely. The learning process by using the experiential learning model remotely, it is hoped that learning to write short stories will be more fun. Through the application of the experiential learning model, it is hoped that class XI students at Maarif Pringsewu

Vocational School will not only learn about material concepts, but students are directly involved in the learning process to make it an experience.

Based on the description above, the authors are interested in conducting classroom action research with the title “Improving Short Story Writing Ability Using Experiential Learning Models in the Covid-19 Pandemic Period”.

1.2 Research Problem

Based on the background of the problem above, the writer formulates the problem of this research:

Can the experiential learning model improve students' ability to write short stories during the Covid-19 pandemic?

1.3 Research Purpose

The purpose of this research is to improve students' ability to write short stories using experiential learning models during the Covid-19 pandemic.

2 RESEARCH METHODOLOGY

2.1 Types of Research

This type of research is classroom action research (CAR) which is informal, qualitative, formative, subjective, interpretive, reflective, and an experiential research model. Classroom action research is an examination of activities that are intentionally raised, and occur in a class (Arikunto, 2011:190). Classroom action research is an examination of learning activities in the form of an action, which is deliberately carried out in class with the aim of improving or improving the quality of learning practices (Maolani and Cahaya, 2016:173).

2.2 Sample of the Research

Population in this study is class XI of of the Ma'arif Pringsewu Vocational School as 21 student. The researcher used population sampling in this study. The sample in this study were students of the Ma'arif Pringsewu Vocational School in Pringsewu Regency as many as 21 students consisting of 7 male students and 14 female students. The object of this research is the students' ability to write short stories through the experiential learning model.

2.3 Data Collection Techniques

The data collections technique in this study the ability of students to write short stories obtained by

a. Observation

In this study, researchers conducted direct observations to determine the learning activities of students and teachers in the classroom.

b. Writing test

The researcher used a written test to determine the students' ability to write short stories after going through learning with the experiential learning model

c. Documentation

The documentation used in this study is documentation in the form of photos to find out that learning is taking place and as evidence about the condition of the researchers and students in a state that is reasonable or not.

2.4 Research Instruments

The test instrument used was a written test, namely a short story writing test by paying attention to the accuracy of the content with the title, character/characterization, setting, plot, point of view, style of language, with the content to be conveyed in short stories to determine students' ability in writing short stories.

The technique of checking the validity of the data used in this study is the credibility test by increasing persistence and using reference materials.

2.5 Data Analysis Techniques

The Data Analysis Techniques in this study using quantitative data analysis. Quantitative data obtained from individual tests in the form of learning outcomes during the learning process using the experimental learning model at the end of each cycle. Learning outcomes are used to measure the level of student learning completeness, in the form of post-test scores. Completeness of student learning outcomes is calculated using a formula.

$$KB = \frac{N}{Nt} \times 100$$

Information:

KB = Mastery Learning
 N = Total Student Score
 Nt = Total Score

(Nurgiyantoro, 2012: 40)

Then the number of students who meet the MPC is calculated, the percentage of success is calculated by the formula:

$$\% k = \frac{\sum k}{n} \times 100$$

Information:

% k = Percentage of student score \geq MPC
 $\sum k$ = Number of student who achieved MPC
 n = Total student

2.6 Success Indicators

The results of the calculation are consulted with the criteria for student learning completeness which are grouped into two categories of complete and incomplete, with the following criteria.

Tabel 1
Learning Completeness Criteria

Learning Completeness Criteria	Qualification
≥ 75	Complete
< 75	Not Complete

The learning is successful if student learning outcomes with scores above the criteria are more than 75% of the total students.

3 RESULT AND DISCUSSION

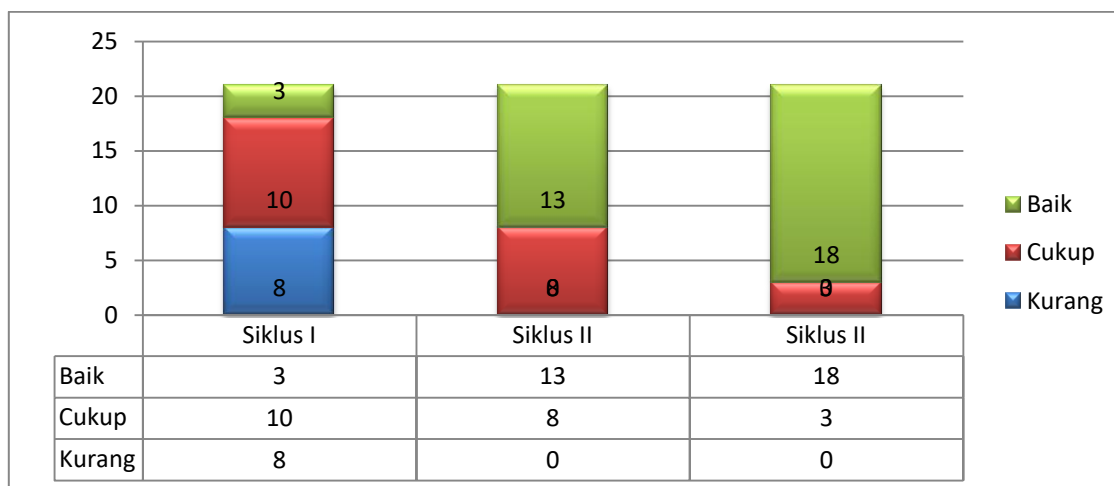
The implementation of classroom action research using the experiential learning model can be said to have succeeded in improving the quality of the learning process and student learning outcomes in learning to write short stories for class XI SMK Maarif Pringsewu. Improving the quality of the learning process has a positive impact on the achievement of improving the quality of the results of writing short stories based on students' personal experiences. Improving the

quality of the learning process can be seen from a more pleasant learning atmosphere and the enthusiasm of students in participating in the whole process of learning activities. The increase in learning outcomes can be seen from the increase in student abilities and the results of material evaluation from cycle I, cycle II and cycle III.

The results of observations in the first cycle were seen from the aspect of student activity in learning, student discipline, and student attention to the learning process had not run optimally. This can be seen from the criteria of students in participating in the learning process mostly in the sufficient category, namely 10 students, the less category as many as 8 students, while in the good category only 3 students. In cycle II, students' attention to the learning process began to show good development. This can be seen from the criteria of students in participating in the learning process in the sufficient category, namely 8 students, and the good category as many as 13 students, while students with less categories do not exist. In cycle III, students' attention to the learning process has shown good development. This can be seen from the criteria of students in participating in the learning process in the sufficient category, namely 3 students, and the good category as many as 18 students, while students with less categories do not exist. Based on observations, various activities of students and teachers in the learning process of writing short stories based on personal experience using the experiential learning model from cycle I to cycle III have increased. Various shortcomings found in cycles I and II have been corrected in cycle III, while positive things can be maintained so that learning goes as expected.

The following is a comparison of the results of observing student activities during the learning process from cycle I, cycle II and cycle III. The results of observations on students in the learning process are as follows:

Figure 1
Student Activity Diagram in the Learning Process



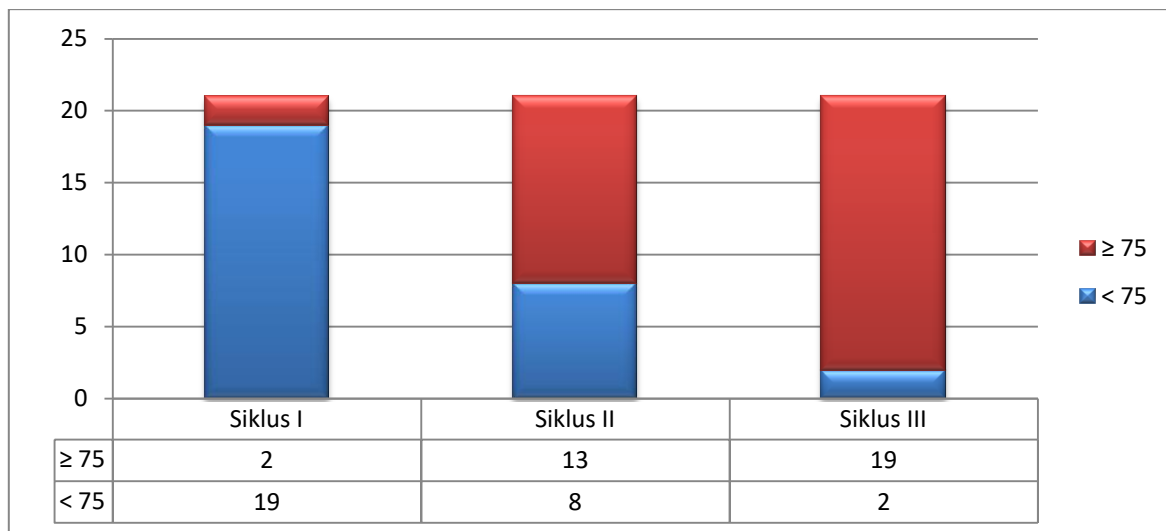
Students gave positive responses to writing short stories using the experiential learning model. This learning process is able to create an interesting and fun learning atmosphere so that students follow the learning process well. Students want to pay attention to the learning delivered by the teacher with full attention. Improvements in the process can also be seen from the condition of students who are more active in participating in learning activities. This can be seen from the enthusiasm of students in asking questions and expressing opinions. At the end of cycle III, students become more independent and do not depend on teachers or friends.

Meanwhile, the increase in student learning outcomes in writing short stories using the experiential learning model can be seen from the increase in three cycles. In the first cycle, the students' ability to write short stories based on personal experience was not yet complete. This can be seen from the number of students who scored $< \text{MPC } 75$, as many as 19 students, while only 2 students scored MPC 75. In cycle II, students' ability to write short stories based on personal experiences began to increase. In this second cycle, the increase that occurred did not reach the success indicator, namely 75%. The ability of students in writing short stories based on personal experience is not entirely good. This can be seen from the number of students who got a score of MPC 75, as many as 13 students, while students who scored $< \text{MPC } 75$ were 8 students. In cycle III, students' ability to write short stories based on personal experiences increased significantly. In this third cycle, the increase that has occurred has exceeded the success indicator $> 75\%$. Students' ability in writing short stories based on personal experience is good. This can be seen from the number of students who got a score of MPC 75, which was 19 students, while

only 2 students who got a score < MPC 75. Based on this description, it can be concluded that the ability to write short stories based on personal experience has increased.

The recapitulation of improving student learning outcomes in writing short stories from cycle I, Cycle II and Cycle III is as follows:

Figure 2
Diagram of Student Learning Outcomes in Writing Short Stories



Based on the description above, it is known that the mastery of students who achieved MPC 75 in learning to write short stories in the first cycle were 2 students (9.5%), in the second cycle the students who achieved MPC 75 were 13 students (61.9%) and Cycle III completeness of students who reach MPC 75 as many as 19 students (90.5%) or have succeeded in achieving the expected target, which is > 75% of the total number of students.

The results that have been achieved in cycle III both from the results of the process and learning outcomes have shown success, this is due to shortcomings and obstacles such as the inactivity of students in the learning process, and students' attention to the material presented is not visible to students. Weaknesses and constraints in the second cycle have been corrected in the third cycle, so that the results achieved are even more improved.

Improving the learning process and covering all student activities during the learning process in the classroom. The learning process that takes place is more interesting and conducive and students become more enthusiastic and enthusiastic. Communication that occurs between teachers and students also runs smoothly because questions and answers are always applied. Overall, learning in the classroom using the experiential learning model is fun. The learning

process using the experiential learning model has an influence on student learning outcomes in writing short stories based on personal experience.

4 CONCLUSION

Based on the results of the data analysis that the authors have done in the previous chapter, the authors conclude that the experiential learning model can improve students' ability to write short stories. Improving the quality of the learning process can be seen from a more pleasant learning atmosphere and the enthusiasm of students in participating in the whole process of learning activities. Students gave positive responses to writing short stories using the experiential learning model. This learning process is able to create an interesting and fun learning atmosphere so that students follow the learning process well. Students want to pay attention to the learning delivered by the teacher with full attention. Improvements in the process can also be seen from the condition of students who are more active in participating in learning activities. This can be seen from the enthusiasm of students in asking questions and expressing opinions.

The increase in students' ability to write short stories can be seen from the level of mastery of students who reach MPC 75 in learning to write short stories in the first cycle as many as 2 students (9.5%), in the second cycle students who reach MPC 75 increase by 13 students (61.9%) and in the third cycle, students who achieved MPC 75 increased by 19 students (90.5%) or had succeeded in achieving the expected target, which was > 75% of the total number of students.

REFERENCES

1. Tarigan, Henry Guntur. (2013). *Menulis sebagai suatu Keterampilan Berbahasa*. Bandung: Angkasa.
2. Suyanto. (2012). *Majas Dalam Sastra Indonesia*. Jakarta: PT Gramedia Widiasarana Indonesia.
3. Eliyani, Sadarti. (2016). Peningkatan Kemampuan Menulis Cerpen Dengan Menggunakan Model Experiential Learning Siswa Kelas X 1 SMA Negeri 3 Lubuklinggau. *Jurnal penelitian Bahasa, Sastra dan Pengajarannya*. ISSN No. 1411-0342. Volume 14 Nomor 2 Terbit Juli 2016.
4. Lindawati. (2019). Penerapan Model Pembelajaran *Experiential Learning* Untuk Meningkatkan Keterampilan Menulis Cerpen. *Jurnal Sains Riset (JSR)*. ISSN 2088-0952. Volume 9, Nomor 2, Agustus 2019.
5. Mesra Pitri Bako. (2020). Upaya Meningkatkan Keterampilan Menulis Teks Cerpen Melalui Pembelajaran Experiential Learning Pada Siswa Kelas XI SMK Swasta Anugerah. *Jurnal Penelitian, Pendidikan dan Pengajaran*. Vol 1 No 3 2020. E-ISSN: 2721-7795.

6. Arikunto, Suharsimi. (2010). *Metodologi Penelitian Pendidikan*. Jakarta: CV. Rineka Cipta.
7. Maolani dan Cahyana. (2016). *Metodologi Penelitian Pendidikan*. Jakarta: PT. Rajagrafindo Persada.
8. Nurgiyantoro, Burhan. (2012). *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE.