

The Effectiveness of Short Movies Reflective Technique as Media in Writing Short Stories for Grade XI VHS X

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Abstract— *This article aims to identify the significant difference in the ability of writing short stories between grade XI students of VHS X using reflective technique with short movies as its media to examine the effectiveness of reflective technique with short movies as its media to improve the learning process of writing short stories. It is proven by control group and experiment group's t-test result on the posttest score that is done with the help of SPSS 16. The calculated result shows that p equals 0,000 ($p < 0,05$) which is significant. The t-test result on the pretest and posttest scores difference, and the average calculation difference of experimental group and control group's writing-short-stories abilities are also significantly confirmed by the p values which is smaller than 0,05 ($0,000 < 0,05$). Moreover, the difference of average calculating of experimental group in pretest and posttest is bigger than the control group. the difference of average calculation of experimental group is 1,33 and the control group is 0,14.*

Keywords—*effectiveness, reflective technique, short movies, VHS students*

I. INTRODUCTION

Language is a communication tool used by human to have interaction with one another. Human can express all of their thoughts through language. There are two ways of using language for communicating, namely written and oral. Written language is a language conveyed through writing, while oral language is conveyed through speaking. The role of teacher in the learning process of short story writing is very important to encouraging and giving guidance and motivation in order to achieve the learning objective. This learning process on writing needs interesting, effective, and creative methods to make students produce a good piece of writing. The learning process of *Bahasa Indonesia* in grade XI of *VHS IIS*, especially in short story writing skill, greatly needs the role of teacher to guide the students so that they can learn and understand this learning process more easily. It is necessary to improve students' writing skill so that they can be more creative in developing their ideas, opinions, and thoughts. Considering that reflective technique assisted with short movie as a media has never been used for developing short story

writing skill in *VHS IIS*, it is necessary to test the effectivity of that technique beforehand.

Reflective is defined as the way of thinking about what has just been learned or thinking about what we did in the past (Trianto, 2009: 117-118). Dharma (2007: 302) added that reflective learning gives students a chance to analyze the individual past experience and facilitates learning from that experience. The reflective technique can work more optimally if the media chosen for the implementation is appropriate and supportive (Kasnadi, 2008: 127). This is in line with Arsyad (2011: 15) who argued that there are two very important aspects inside a learning-teaching process, namely teaching method and learning media. These two aspects are correlated one another. Therefore, the researcher chooses the short movie as the media to assist the implementation of reflective technique in the learning process of creative short story writing. A short movie is one of audiovisual media which not long enough to be considered a feature film. According to Wiroatmojo dan Sasonoharjo (2002), the learning process of an individual includes 82% of using sight, 11% of using hearing, 3,5% of using touches, 2,5% of using taste, and 1% of using sense of smelling.

The provided short movie focuses on the social reality events which visualizes many phenomena happening in Indonesia or around the students' social life, so that their emotion will be more touched. The choice of theme for this social reality is also helpful to make students more aware to their surrounding environments which will not be far from the social problems.

II. THEORETICAL REVIEW

1. The Definition of Writing

Writing is a productive and expressive activity. In a writing activity, the writer has to be creative in using graphology, language structure, and vocabularies. In literary creative writing, there are three important aspects, namely (1) creativity, (2) provision skills in language, and (3) provision skills in literature. Creativity is very important to create new

ideas, to catch and finalize the idea, to use the language optimally, and to use provision in literature for producing new literary works (Nurgiantoro, 2009:26).

2. Short Story

a. The Definition of Short Story

Short story is a literary work in form of a short-length story which does not have any fixed rule about the length because there is no agreement between authors and experts. Based on the number of words contained in the story, short story can be graded into three categories. *Short short-story* is a story with a short length or even a very short length, which approximately consists of 500 words; *Middle short-story* is a short story with a middle length; and *long short-story* is a short story which has a long length (Nurgiantoro, 2010: 10). Writing a short story is a creative writing in which the product is influenced by the imagination or the fiction of the writer. In writing a short story, the role of the writer is very dominant in visualizing and stringing together each of story's aspects to become a holistic story.

b. The Aspects of Short Story

According to Sayuti (2009: 9), the aspects which build a short story include theme, the facts of the story, and the media of the story.

1) Theme

Theme is the meaning of the story. It can be seen as the foundation of the story and the basic and general concept of a piece of work. Sayuti (2000: 187) argues that the theme has a function to unite the aspects in the fictional story. The followings are the types of theme: (1) *Tema Jasmaniah*; (2) *Tema Moral*; (3) *Tema Sosial* which includes phenomena outside personal problems, such as politics, education, dan propaganda; (4) *Tema Egoik* which is about personal reactions against social influences; (5) *Tema Ketuhanan* which is a theme that is related to the conditions and situations of human as God's creation.

2) Title

Title is the main attraction of a literary work. The relationship of title and the whole story can be described as follows; (1) as the image of the story; (2) related to the theme; (3) related to the characterizations in the story including name, character, attitude; (4) related to the place and time; (5) related to the resolution technique; (6) as the center of the conflict between each character; (7) is often expressed in form metaphor or symbol; (8) is often expressed in form of proverb; and (9) showing a condition.

3) Characterization

Characters are the actors existed in a fiction. Inside a fictional story, these are categorized into several types of naming. Based on the role and the degree of importance of the character inside the story, the characters are categorized into two types; namely (1) the main characters (central character), the important characters who are displayed continuously so that they look like dominating the most part of the stories; and

(2) the side characters (peripheral character), the characters who are only displayed once or several times in the story.

Based on the role and the plot development, the characters can be categorized into protagonist and antagonist characters. (1) Protagonist characters are visualized as good characters who are abide to good norms and can serve as role models. (2) Antagonist characters are the characters who identically have bad traits and trigger conflict.

4) Setting

Setting is useful to strengthen the theme, guide the characters' trait, and develop the atmosphere in the story. The aspects of setting can be categorized into 4 main aspects, namely place, time, social, and situation.

a) Setting of Places

Setting of places is a visualization of geographical conditions which is related to the location where a story is developed.

b) Setting of Time

Setting of time is related to when the fictional event happened. It is related to the matter of time, day, hours, even historical one.

c) Setting of Social

Setting of social is a visualization about the way society live including all the complex problems within it. It can be habits, customs, traditions, faiths, the ways of life, the ways of thinking, social grade in a society, and other things which belong to previously mentioned spiritual settings.

d) Setting of Situations

Setting of situations is a visualization of a particular situation or condition inside a fictional story. This setting of situations aims to make the readers feel like they are experiencing the situation or the condition happening inside the fictional work, especially short story. Setting of situations is usually related to the feeling or the emotional situation such as sadness, anxiety, happiness, anger, and other feelings that belong to emotional condition. Setting of situations is also useful to strengthen the story.

5) Plot

Plot is a visualization of how a story can happen. It tells the storyline which can be arranged progressively (being forward) or regressively (using *flash back*).

6) Point of View

Point of view is the way used by the writer in making a meaning of a particular event in a story. It can be categorized into first person and third person points of view. Each point of view is also divided again into (1) *first person central* point of view or *akuan sertaan*, (2) *first person peripheral* point of view or *akuan tak sertaan*, (3) *third person omniscient* point of view or *diaan mahatahu*, and (4) *third person limited* point of view or *diaan terbatas*.

7) Moral Value

Moral value is a message conveyed by the writer through his work to the readers or listeners. The message can be hopes, advices, critics, and etc. Moral value can be conveyed by the writer through characterization, characters' traits, and dialogues inside the short story. The moral value

contained inside the short story also aims to give positive impacts to its readers.

3. Reflective Technique in The Learning of Short Story Writing

Technique is a systematic procedure serving as a guideline to do a particular academic or complex assignment, and it is also a level of competence or instruction for doing basic standards of a certain performance (Morris via Sudjana, 2010: 12). Basically, this reflective technique can serve as an alternative in the learning process of writing a creative short story because, in its implementation, this technique reflects experiences based on the realities happening around students' daily life.

The followings are the steps in applying reflective technique stated by Kasnadi (2008: 125). The first step is choosing the most impressive social reality. In this first step, it is necessary to have an optimal image control in order to be able to record the most impressive social phenomenon.

The second step is identifying process by giving the focused theme and its actualization. The second step needs analytical ability. If someone has been able to analyze the aspects in the first step, the expression in form of short story will have a large and deep texts dimension.

The third step is internalization. This internalization is a psychological sedimentary step toward the social phenomenon in order to find the "solving" enlightened exploration window.

The fourth step is expressing (reflecting) into the short story. In this step, the individual expresses freely to the short story form spontaneously.

The fifth step is editing and giving conclusion in an interesting way which is necessarily not straying away from the first impression. In this step, our intuition is tested to rearrange and reevaluate the words that have been written down. This step creates a helpful question, "Has the result of our writing reflected impression toward the social phenomenon?", "Has our empathy been represented inside the writing so that the tone and the feeling are able to be conveyed in our work?", and "What is the message that we can find inside the short story having this kind of impression?".

4. Short Movie as One of Audiovisual Media

Short movie is one of audiovisual media which can be implemented in the learning process. Movie is everything that can display attractive imaginable visualizations toward the contained contents (Sumarno, 1996: 10). Based on the duration of time, movie is categorized into two types, namely long movie and short movie. Short movie has a duration less than 60 minutes. This short movie is the one used as the supporting media in the synthetic learning model implemented to the students.

5. The Implementation of Reflective Technique Assisted by Short Movie as A Media in The Learning Process of Creative Short Story Writing

There is an intimate relationship between literature and social reality. Creative short story as one of literary works is the recreation or reflection of the reality (Sayuti, 2010: 23). Literary texts indeed record every aspects of the living. Therefore, during the creation of literary works, an individual can reflect the experience that he got in his real life. Adopted from the theory from Kasnadi (2008: 125), the followings are the steps of reflective technique implementation assisted by short movie as the media, first step is apperception, second step is deciding the theme, third step is scrutinizing, fourth step is identification, fifth step is internalization and incubation, sixth step is reflection, seventh step is evaluation, eighth step is rewriting the short story, and the last step is giving title.

III. RESEARCH METHOD

A. Research Design

This research is an experimental design which according to Sugiyono (2011: 72), used to investigate the influence of a treatment given to the controlled group. Therefore, the current study design can be explained in the following table.

Table 1. Research Design

Group	Pre-Test	Independent Variable	Post Test
E	O1	X	O2
K	O3	-	O4

Explanation:

E = Experimental Group

K = Control Group

X = Treatment (the use reflective technique assisted by short movie as the media)

O1 = Experimental Group Pre-Test

O2 = Experimental Group Post Test

O3 = Control Group Pre-Test

O4 = Control Group Post Test

This research was conducted in *VHS X*. The populations of this research were 150 students of the 11th grade. The sample of this research consisted of 43 students divided into two groups, namely control group and experimental group. The sample was gathered by using a *random sampling* technique, which is defined as a technique select a group of subjects randomly.

B. Research Procedure

The followings are the steps of data gathering. Firstly, the controlled and the experimental groups were decided through the random sampling toward the 11th grade students of VHS X. Secondly, the pre-test on short story writing ability was given to both the controlled and the experimental groups. The purpose was to measure the initial ability of each grade before being given a treatment. Thirdly, the treatment was given to the experimental group by implementing the reflective technique assisted by short movies media. Meanwhile, the controlled group was given the ordinary learning process without using any technique or media, but through the lecturing from the teacher. The last step was measuring the post-test result or the achieved score after the experiment was conducted. In this step, the result taken from the experimented grade would be compared with the non-experimented grade.

This research used T-Test as the data analysis technique. The use of this technique aimed to test the difference between the experimental group and the controlled group in the learning process of writing a short story. The T-Test analysis was used to measure the difference between the average score between the experimental group and the controlled group. The difference in the score improvement between both groups could be seen from the difference between the average scores of pre-test and post-test between both groups. The calculation was assisted by the computer program *SPSS 16.0* using *independent sample t-test* had to meet the requirement of normality test and homogeneity test.

C. Research Instrument

Content validity was conducted to validate the research instrument. It is a technique to maintain the consistency between the instrument and the description of the learning objectives or between the instrument and the description of the research problem.

Research reliability was conducted to identify whether the test could consistently measure the students' short story writing ability. The instrument reliability in this research would be tested with the Alpha Cronbach coefficient formula because the gathered data would be in form of a scale. This technique was used to identify the reliability index of a measurement instrument which produced the answer in form of scale model (not true-false). The criteria used to differentiate the answer were the level of significance. The calculation result using that formula was interpreted using the reliability of the correlation coefficient.

IV. RESEARCH RESULTS AND DISCUSSION

A. Research Result

The success of the learning process of short story writing in the experimental group using reflective technique assisted by short movie as the media could be seen from the

post test result of experimental group. The improvement in the learning process of short story writing in the experimental group was shown by students' capability to write down their ideas and thoughts into a short story with a clear and logical arrangement; settings, characters, and a clear plot; also, the story was told chronologically. The use of reflective technique assisted by short movie as the media in the learning process of short story writing aimed to extract students' ideas and thoughts before they began to write the complete short story. After that, students would be able to write their short story text more easily because they already had the main points of the story that they were going to write from the framework that was being written during the display of short movie

1. The Data Description of The Controlled Group

a. The Pre-Test Data Description on The Short Story Writing Skill of The Controlled Group

The controlled group was the grade given the learning process without the implementation of the reflective technique assisted by short movies media. The pre-test, given before the learning process, aimed to measure students' initial ability in writing a short story. The test was in form of writing a short story. The calculation result showed that the highest score was 39, the lowest score was 22, the mean was 28,73, the mode was 27, the median was 27, and the deviation standard was 4,634.

b. The Post-Test Data Description on The Story Writing Skill of The Controlled Group

The post-test on short story writing ability was given to the controlled group to measure the change toward the achieved score after the learning process was conducted without the implementation of reflective technique assisted by short movies media. The post-test result from the controlled group showed that the highest achieved score was 37 and the lowest score was 23. Through the computer calculation using *SPPS 16* program, it was found that the average of the highest achieved score from the post-test was 29,43. Meanwhile, the mode was 24, the median was 30, and the standard deviation was 4,388.

2. The Data Description of The Experimental Group

a. The Pre-Test Data Description on The Story Writing Skill of The Experimental Group

The experimental group was the grade given the learning process using the implementation of the reflective technique assisted by short movies media. The pre-test was

given before implementing the learning process in order to measure the students' initial ability in writing a short story. The test was in form of writing a short story. Based on the calculation result, it was found that the highest score was 37 and the lowest score was 21. The result also showed that the average score or mean was 27,19, the mode was 26, the median was 26, and the deviation standard was 3,614.

b. The Post-Test Data Description on The Short Story Writing of The Experimental Group

The post-test on short story writing ability was given to the experimental group to measure the change toward the achieved score after the learning process with the implementation of reflective technique assisted by short movies media. The result showed that the highest score was 39, the lowest score was 24, the mean was 32,57, the median was 34, the mode was 29, and the standard deviation was 4,190.

V. CONCLUSION

The learning process of short story writing using reflective technique assisted by short movie as the media is proved to create a more active learning environment. It is because the learning process is preceded by a sharing moment between the teacher and students to recall the prior experience of students regarding the discussed theme. The sharing process also happened when students were analyzing and identifying their experience after watching the short movie. In addition, the use of short movie as the media helps students to be more enthusiastic in going through the learning process.

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There are some findings of this research. Firstly, there are significant differences of writing-short-stories ability among grade XI student of VHS X who apply and do not apply reflective technique with short movies as its media. It is proven by control group and experiment group's t-test result on the posttest score that is done with the help of SPSS 16. The calculated result shows that p equals 0,000 ($p < 0,05$) which is proven significant. Secondly, this research identifies that reflective technique with short movies as its media effective in the learning process of writing short stories of grade XI students of VHS X. That is proven by the t-test result on the pretest and posttest scores difference, and the average calculation difference of experimental group and control group's writing-short-stories abilities. Here, p values smaller than 0,05 ($0,000 < 0,05$), and that is significant. Moreover, the difference of average calculating of experimental group in pretest and posttest is bigger than the control group. the difference of average calculation of experimental group is 1,33 and the control group is 0,14.

Thus, it is concluded that the significant improvement of students' achievement in the experimental group proves that the reflective technique assisted by short movie as the media in the learning process of short story writing is effective. The effectivity is also seen during the learning process inside the grade where the students of experimental group who use reflective technique alongside the short movie as the media are more enthusiastic and creative compared to students in the control group. The reflective technique assisted by short movie can therefore be used by teacher as an alternative in the learning process of short story writing especially for grade XI students of SMK whose require basic competence is writing a short story with appropriate diction.

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