# Animated Media Development of Social Context in Learning Writing Short Stories

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***Abstract:*** *The purpose of this research is to find the needs of teachers and students in the development of learning media to write short stories, resulting in drafting prototype development of learning media for short story writing based on interactive animation with social context, resulting in draft prototype of learning media for short story writing based on interactive animated social context , and find the level of effectiveness of short story-based interactive story-based interactive animated learning media with the social context of development outcomes. This development research is done through the introduction stage, product development stage, and product testing phase. Research subjects were conducted in high school. The SMA is chosen for the research place of SMAN 1 Jepara and SMAN 1 Ungaran.The result of the limited trial shows that there is a need for instructional media that is interactive media based on social context. The prototype media that developed the media content that is based on social aspects and aspects of material truth. Compliance with student assessment guidelines in SMAN 1 Jepara and SMAN 1 Ungaran has been achieved. Thus, the learning of short story writing has been completed in a classical way.*
***Keywords:*** *short story writing, animation, social context.*

## I.    Introduction

Learning Indonesian is directed to nurture students in communicating both orally and in writing. Aspects of writing on learning Indonesian is very important because writing is one of the skills that can support learning. Writing is one of the best skills to use writing as its medium. Fictional writing skills, one of which is writing short stories. By writing short stories, students will get used to devoting all ideas or ideas.

There are several studies that have been done by researchers who deal with the problem. Thus, the findings of research journals conducted by previous researchers, which revolve around the application of interactive animation media, learning that relates to the social context, and the development of short story writing with the development of other media. As a literature review material, the following put forward some research results that have been done by previous researchers relevant to the topic of this study.

In relation to a study of social contexts by Sunuyeko, Nurcholis research (2017, p.11 - 11), entitled "Social Interactions of Student Sojourners: A Study of Adaptation and Acculturation of Flobamora Students at A Multi-Ethnic Private University of Malang City ". Sunuyeko, Nurcholis in conducting research aims to know the students adapt to the new cultural environment, as well as cultural elements that can influence the mindset. The aim of this research is to develop the medium of learning to write short stories through animated media containing social context in SMA. The social context in this study relates to the social culture around the students, whereas Sunuyeko's research, Nurcholis culture shows that there is a cultural adjustment in the students themselves.

The second research is Kartika, Rika, Abdurrahman Adisaputera, and Mutsyuhito Solin (2018, p.39-43) conducted a research entitled "Development of Learning Module on Observation Result Report of Text Based Interactive Multimedia" in 2018. Based on research Kartika, Rika, Abdurrahman Adisaputera, and Mutsyuhito Solin, the equation with this research is learning media using multimedia but this research is more emphasis on animation. Research Kartika, Rika, Abdurrahman Adisaputera, and Mutsyuhito Solin, multimedia is used for module development, while in this research to write short stories. In addition, the use of multimedia in research Kartika, Rika, Abdurrahman Adisaputera, and Mutsyuhito Solin focus on learning objectives only for review of text-based learning modules.

Pratami, Edi Suyanto Munaris Fisnia (2018, p.33-38) conducted a study entitled "The Development of The Students' Activity Sheet To Identify Drama Flow Based on Discovery Learning Model". The similarity of research conducted by Pratami, Edi Suyanto Munaris Fisnia with this research is the education of literature field.

However, education of literary field in Pratami research, Edi Suyanto Munaris Fisnia is used for drama material, while in this research to write short story. Pratami research, Edi Suyanto Munaris Fisnia discussed about the development of student activity sheets based on discovery learning model, while in this study more on students with social level so that short story writing skill has been mastered.

Based on the above research, the development of instructional media is done by observation, interview, and limited test conducted at SMAN 1 Ungaran representing social context of mountainous area and SMAN 1 Jepara representing coastal social context toward teacher and student in Indonesian Language subject, writing to students is still less than optimal. Short story learning is only as knowledge given to students without any deepening and follow-up to the practice of producing it. In addition, the lack of intensity of student writing exercises. This certainly affects the quality of short stories produced by students. Thus, it takes innovation in learning short story writing, especially on learning devices one of which is learning media.

Selection of appropriate learning media can convince students that he is able to learn well, it can be applied in writing skills. Learning media writing short stories that are filled with social contexts, in quantity are still not widely used. Thus, a more communicative and interactive learning media is needed to deliver materials that can be utilized to assist students in learning to produce short stories.

Animation is a program that can be utilized to make learning media to write short stories. Making animation media in the development media is accompanied by features that are in the form of images and text. By looking at the social conditions of diverse students and required media that facilitate the delivery of the material, the social context is used in the animation program to create a short story writing media. The integration is intended to produce a more communicative and interactive learning media as a means of delivering short story writing materials. Thus, can optimize the ability of students in writing short stories and achieved satisfactory learning outcomes.

The use of social context helps students to find ideas in short story writing easily. The social context is a learning related to the social environment around the students. With the media in question, students no longer find it difficult to write short stories. Through the integration of the social context, students are introduced to social diversity. The social context consists of cultural diversity, scholarship (language, theme, etc.), kinship, age, and economic conditions adapted to the region. The territory of the area includes both rural and urban areas (Herskovits 1996: 82).

The social context is described that the area includes the countryside and the coast.. The countryside is linked to agricultural and mountainous areas, whereas coastal one of them is located in or near urban areas. In the interactive animated media the social contents are constructed according to rural and coastal areas. From each of these areas adjust the diversity of cultures, scholarship (language, theme, etc.), age, and economic conditions (Koentjaraningrat 1994: 98).

## II. Material And Methods

**Study Design**

This development research uses qualitative descriptive approach to produce product development and describe the result of the research. This development research will go through 3 stages, ie preliminary / exploration stage, product development stage, and product testing phase. The preliminary stage is an early stage in this development study. At this stage three activities are conducted, namely (1) literature study, (2) needs analysis, and (3) description of media findings. The study of literature is done by studying or studying the concepts or theories related to media development. The concept or theory is about learning media, namely interactive animation media based on social context and the theory of short story writing. In addition, in this study also reviewed the results of previous research related to the development of interactive animation media based on social context on writing short stories.

**Research Place**

Research conducted on media product development in SMAN 1 Ungaran and SMAN 1 Jepara. Each school has one class for the experimental class. The experiment process lasts for 2 months (8 weeks). Experiments were conducted on learning media writing short stories of development outcomes. Then, it took 3 more months to analyze the results of experimentation using the media of learning to write short stories through interactive animated media containing social contexts.

**Procedure methodology**

The steps taken before the media draft and learning materials to write short stories were validated and tested. These initial drafts were validated by experts / experts who acted as assessors of media drafts and material experts compiled in this study. Expert judgment results on the validation test became the basis for improving the initial product draft of instructional media. After the product is revised based on the expert input, then a limited test is performed.

Media Testing Stage is to find level / level of effectiveness of learning media to write short story compared with other media, especially comparison between media result of interactive animated media development with social context with manual media and non interactive. Learning media is obtained from the testing process with experiments conducted according to the procedure. Through the application of development media is expected to optimize the ability to write short stories to students.

**Data, Instrument, and Data Collection Techniques**

Data collection techniques in this study were obtained from the data of short story writing after following the learning by using interactive learning media based on social context. Furthermore, the results of short story writing are assessed and analyzed. The data obtained in this study were then tested with validity and reliability test. Testing is intended to determine the effectiveness of media development results that are implemented in short story writing lessons. This validity and reliability test uses t test and reliability test.

Data analysis techniques in this development research, using inferential techniques and t test or t-test to analyze the data obtained. in addition, used techniques of analysis of variance one-way to the data that have been collected. It is intended that the data obtained can be known with precisely the level of effectiveness.

The results obtained the end product of the research is the discovery of the effectiveness of learning media writing short story development results. Media development is intended to optimize the results of learning short story writing. This medium contains short story writing lesson guides.

## III. Result And Discussion

According to the results of research known to the needs of teachers and students in short story learning on the subjects of Bahasa Indonesia, required media that can hone the ability of students in writing short stories. Students will feel helped by appropriate media selection that can support student success. Learning media used should be able to stimulate students to find ideas to write short stories. Thus, students no longer find it difficult in learning to write short stories. The right media to help students in short story writing is an interactive animated media containing a social context.

The initial draft of the instructional media contains content about deficits, short story elements, short story composing techniques, and short story examples. Interactive animated media is loaded with social context as the right media to cultivate students' ability to pour ideas into short story writing. This certainly enhances the creativity of students as well as optimizing student learning outcomes in short story writing. Here is the result of field data at SMAN 1 Ungaran.

Obtained field data in SMA N 1 Ungaran shows the results of the use of product development in learning short story writing through an interactive animated media containing a social context. Of the 35 students in grade XI and SMAN 1 Ungaran teachers obtained data about the use of development products in short story writing lessons. It can be concluded that interactive animated media containing the social context is very helpful in teaching and learning process, especially when students produce short stories. Interactive animated media contained the right social contexts used because it is able to stimulate students to express ideas that are then poured in writing short stories. So that the learning of short story writing can be easily understood and practiced by students without experiencing significant constraints.

**Table no 1: Recapitulation of Student and Teacher Field Data Result**

| Question Guides | Answer Description |
|---|---|
| Respondents' opinions about short stories | Short stories are understood by respondents. |
| Respondents get story material | Short stories have been obtained respondents. |
| Difficulty in making short stories | Respondents are still having difficulty in making short stories |
| The need for media in making short stories | Respondents need media to make it easier to make short stories. |
| Knowledge of interactive animated media | Few respondents know about interactive animation media |
| Interactive animated media in making short stories | The application of interactive animated media in making short stories has never existed. |
| Knowledge of social context | Knowledge of the social context has not been obtained respondents. |
| Submission of material through social context | Respondents are not yet aware of the social context. |
| Collaboration of animation media with social context | Need for the development of the imagination of respondents. |

Source: Primary Data SMAN 1 Ungaran

Media acceptance in limited trials can be determined from the results of the general scores of students achieving results in accordance with the assessment guidelines. This is evident through the appropriateness of the grades achieved by the students in the limited trial class through interactive animated media containing the

social context with the assessment guidelines. Meanwhile, before the experiment of interactive animated media contained in social contexts there are some students who have not complied with the assessment guidelines.

Based on the assessment guidance of the experiment after the application of interactive animated media containing the social context in class XI amounting to 35 students has reached conformity. In a limited trial the application of interactive animated media containing the social context there is an increase in the ability of students to write short stories. This increase is evident in the percentage of the number of conformity values on the student appraisal guidance higher than the trial prior to media application. Based on the result of the student's value data, conformity to the student assessment guidelines has been achieved.

Results of field data on the use of product development in learning short story writing obtained from 33 students of class XI and teachers SMAN 1 Jepara regarding the use of development products in short story writing lessons. It can be concluded that interactive animated media containing the social context is very helpful in teaching and learning process especially when writing short stories. Interactive animated media contained the right social contexts used because it is able to stimulate the students' imagination in writing short stories. This fosters students' creativity in finding ideas for short story writing. Thus, students can easily write short stories.

Media acceptance in limited trials can be determined from the results of the general scores of students achieving results in accordance with the assessment guidelines. The value achieved by students in the trial class is limited through interactive animated media containing the social context is in accordance with the assessment guidelines. Whereas before the experiment of interactive animated media containing the social context there are some students who have not complied with the assessment guideline.

**Table no 2: Recapitulation of Student and Teacher Results and Interview Results**

| Question Guides | Answer Description |
|---|---|
| Respondents' opinions about short stories | Respondents already understand about short stories. |
| Respondents get story material | Short stories have been obtained respondents. |
| Difficulty in making short stories | Respondents are still having difficulty in making short stories. |
| The need for media in making short stories | Need for media procurement to make it easier in making short stories. |
| Knowledge of interactive animated media | Few respondents know about interactive animation media |
| Interactive animated media in making short stories | The application of interactive animated media in making short stories has never existed. |
| Knowledge of social context | Respondents are not aware of the social context |
| Submission of material through social context | Respondents are not yet aware of the social context |
| Collaboration of animation media with social context | It is necessary to develop the imagination of respondents in writing short stories. |

Source: Primary Data SMAN 1 Jepara

There was an increase in the ability of students of SMAN 1 Ungaran and SMAN 1 Jepara in writing short stories on experimenting with interactive social media animation implementation. Based on both student data, the appropriateness of grade XI students' assessment guidelines has been achieved. Indicators showing the achievement of learning objectives are the results of short stories from students of SMAN 1 Jepara and SMAN 1 Ungaran already meet the standards based on the short story structure of theme, plot, character and characterization, setting, and style. Here is a list of short story tables produced by students of SMAN 1 Jepara and SMAN 1 Ungaran.

**Table no 3: Recapitulation of Short Story Results**

| Short Story Elements | SMAN 1 Jepara | SMAN 1 Ungaran |
|---|---|---|
| Theme | The themes raised in the short stories are mostly about ponds, sea fish, and coastal attractions. | Themes raised in short stories vary, which is about agriculture, love, and the social market situation. |
| Groove (plot) | chronological plot | chronological plot |
| Figure and Characterization | The characters raised in short stories are fishermen and tour guides. | Prominent figures in short stories are students, traders, and farmers. |
| Background (setting) | Background of the selected spot in short stories on the coast and sea. | Background of the selected spot in short stories in the mountains, markets, and schools. |
| Style of Language (style) | There are several short stories that use simple metaphorical language, comparison, and language styles. | There are several short stories that use everyday language styles. |

Source: Primary Data SMAN 1 Jepara and SMAN 1 Ungaran

Thus, learning short story writing with interactive animated media containing the social context has been completed in a classical way. This is in accordance with a class is declared to have complete learning if in the class has been there 85% that has reached the absorption> Learning Completeness.

## IV. Conclusion

Based on the data and discussion of research results analysis of the needs of teachers and students in learning short story writing is still found a constraint in teaching and learning process, especially on learning media. The limited trial is also still experiencing obstacles. It refers to students' understanding of short story writing. Therefore, in limited trials it is still necessary instructional media that can assist students in writing short stories for the results of short stories produced by students in accordance with the criteria. The selection of appropriate media is very influential on the success of students in writing short stories. In a limited trial obtained facts that indicate the need for emphasis on learning to write short stories hence required appropriate learning media. The media is an interactive animated media containing the social context. Interactive animated media contains a social context that contains content about deficits, short story elements, short story composing techniques, and short story examples.

Based on limited tests obtained responses from the questionnaire results and interviews show that interactive animated media loaded social context is needed in short story writing lessons. In the wide-ranging experiments of interactive animated media applications containing the social context there is an increase in the ability of students to write short stories. This increase is evident in the achievement of the percentage of the number of scores, according to the higher student assessment guideline, rather than the limited trial prior to the application of interactive animated media containing the social context in students of SMAN 1 Ungaran and SMAN 1 Jepara. Thus, the learning of short story writing with interactive animated media containing the social context is successfully applied and has been completed in a classical manner.

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