



Mastery of Short Story Writing Skills through Image Series Using Google Forms in Elementary Schools

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Abstract: Writing is a communication activity to convey messages or information in writing from one party to another. One example of writing skills is writing short stories or short stories which are works of fiction or imaginative fiction by revealing a problem that is written briefly and densely. In the implementation of learning during the current pandemic, learning cannot be carried out directly or face-to-face but with distance learning or so-called e-learning, many applications can be used and support this distance learning, one of which is google form which will be used in research this time. This research was conducted in grade IV in elementary schools. The sample in this study amounted to 40 students. The research design used is descriptive qualitative. The results of this study indicate that students' mastery of writing short story skills using picture series media can be carried out well and get good learning outcomes.

Keywords: writing skills, short stories, picture series, google form, elementary schools

How to Cite: Habibah, F. A., & Cahyani, I. (2021). Mastery of Short Story Writing Skills through Image Series Using Google Forms in Elementary Schools. *The 3rd International Conference on Elementary Education*, 3(1). 364-369.

INTRODUCTION

Language is very important in human life because human language communicates with other humans, either using gestures or words. According to Rahman, et al (2018) communication skills are one of the skills that need to be mastered. Communication skills play a key role in dealing with the changing paradigm of life in the 21st-century apart from collaborative skills, critical thinking, and creativity. Every human being communicates with each other using both spoken and written language to understand each other's intentions. This ability in writing needs to be mastered because basically, the mastery of writing skills at the school level is not only so that students become writers but because of demands to be skilled in good and correct communication in written language. According to Asyifa (2016, p. 1) "In learning Indonesian, writing is an activity that has an important role for every student to develop the students' abilities and potentials".

In learning Indonesian, several language skills must be mastered by students, including listening, speaking, reading, and writing skills. In this research, the researcher will examine students in their

writing skills. According to Sen, O (2017) Writing is a skill that can be taught and learned. In line with this, writing (in Dalman, 2016, p. 1) is a communication activity in conveying messages or information in writing from one party to another using written language as a tool or medium. Besides, according to Ali, et al. (2017) students need to be trained in writing so that students can convey written ideas or ideas well. According to Dadan, et al. (2018) Writing skills are the most recent skills that can be learned by students because writing is a creative process involving complex systems. And according to Cahyani, (2015) writing skills are one of the language skills that must be mastered by students and taught directly at the school level. There are many types of skills in writing, one of which is the skill of making short stories. A short story or short story according to Damono, 1978 (Marta, F et al, 2018) is a literary genre that embodies the story of a small part of the character's life in social reality. Besides, short stories (short stories) are also a form of literary work that displays noble values in the form of messages and mandates that have a positive effect on the preservation of literary cultural heritage in Indonesia. Besides,



according to Nazara (2019), Short stories are works of fiction that are usually written in prose and narrative form and are shorter than novels. In the short story, according to Hani S., et al (2020), there are elements that students must master, including themes, plot, characterization, setting, point of view, language style, and mandate. (1) A theme is the subject matter that becomes the discussion or becomes the core topic in a discussion. In a short story, the theme becomes the main issue of the problem that controls the author's mind, so that it can affect all elements of the story. the main problem in a short story is the problem or theme in the short story. (2) the *plot* is continuity between events based on the law of cause and effect. The *plot* explains why this or the event happened. In the groove, there is a forward groove and a reverse groove, and a mixed groove or back and forth. (3) Character means the perpetrator. In this characterization element, the writer tells both the attitudes, traits, and behavior of the characters in the short story that the writer wants to make. (4) The *setting* or place of the incident in the story is an element that is no less important because a writer must explain in the contents of the short story what is being done and where the incident happened clearly and in detail to the reader. This is done so that readers can describe and feel that they are in the short story. (5) *point of view* is the relationship between the author and the thoughts or feelings of the reader. In this point of view, the writer will describe the story according to the point of view of the author, it can be a first-person or a third-person perspective. (6) The language style is an expression of the author's response to events through language media such as the type of language used, the words in his writing, the nature or characteristics of imagination, the structure of the writing, and the rhythm of the sentences in the use of the language style itself. (7) The message contains messages that can be learned from the readers of the short story written by the short story writer. In learning to write short stories, the researchers used serial image media to help the learning process especially in learning to write this short

story. According to Fitriani (in Purnama, et al., 2018), a series image is a stacked picture that is interconnected with one another and is a series of stories. Besides, the series image is part of a comic that has a sharp separation of space and time between one panel and another. By observing and sorting the pictures, students are expected to be able to obtain concepts about certain topics. According to Rani, T (2019) The serial image media makes a good contribution to students to increase student motivation in writing stories. Besides, students are also able to sort the images according to the context shown in the picture. According to Aktas (2020), Writing skills are seen as important from two aspects, namely writer-based and reader-based, meaning that the writer conveys information through his writing to inform readers about the ideas the writer has and wants to inform the reader. Learning to write short stories is usually done in person or face to face. However, due to the Covid 19 pandemic outbreak, researchers finally decided to carry out research activities online. Online activities according to Isman (in Aji., 2020) are the use of the internet network in the learning process or activity. This online learning can be done anywhere as long as there is an internet network, with online learning students have the flexibility to study time, can study anytime and anywhere. Online learning that is deemed appropriate for use in this study is with the help of google form. According to Husain, H (2016) Google Form is one of the components of the Google Docs service which is very suitable for students, teachers, lecturers, office employees, and professionals who like to make quizzes, forms, and surveys online. The whole process of teaching and learning activities is carried out in google form. All activities are carried out on google form. It is hoped that by doing this learning through google form students can improve the results of writing skills, especially in writing short story skills. Because there are still quite a lot of students who have difficulty writing these short story skills.

Following are some of the difficulties experienced by students when carrying out the learning of short story writing skills, namely there are still many students who do not pay attention to the use of spelling and punctuation correctly, lack of creativity in making short stories, and it is all seen from the lack of ideas or ideas and information on the results short story writing for students. Besides, students are lacking in mastering the concept of short stories so that in writing the story, the intrinsic elements which include themes, characterizations, styles, settings, points of view, language style and amounts of short stories have not all appeared in student learning outcomes.

The following is previous research regarding short stories including (1) Analysis of Short Story Writing Skills by Using Interactive Multimedia Based on The Religious Character of Students Primary School Grade 6, (2) Improving Short Story Writing Skills Using Pop-Up Learning Media, (3) The Literacies Effectiveness of Short Story Writing Learning Model. In the first study, from the three studies, researchers both examined skills in writing short stories, but the differences were in the media, models, and techniques used in improving short story writing skills in elementary school students. Therefore, in this study, the researcher will examine the mastery of short story writing skills through serial image media using google form.

Based on the explanation above, the researcher has a problem formulation, namely how the implementation of learning to write short stories through serial image media using a google form, and how the results of short story writing skills through serial image media using google form. Based on the formulation of the problem raised, the researcher also has the aim of this research, namely to describe the implementation of learning to write short stories through serial image media using a google form and to describe the results of short story writing skills through serial image media using google form.

METHOD

This research uses qualitative research methods with a qualitative descriptive approach. The research design used is *self-report research*. In research *self-report*, information is collected directly by researchers who also act as researchers (Sukardi, 2016, p. 159). Research with a descriptive method has the following steps (Sukardi, 2016, p. 163).

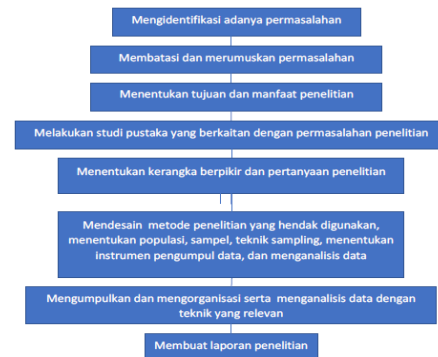


Figure 1. Qualitative Descriptive Research Flow

This research was conducted at SDN Bojongloa 01, Rancaekek sub-district, Bandung Regency with a total of 40 students. This research was conducted in September 2020. The research instrument used was the student's story writing skill test sheet. The data collected in this study is qualitative in the form of scores of writing short stories to students which are then analyzed and described from each indicator.

RESULT AND DISCUSSION

The Learning Process through Image Series Using Google Forms

Based on the results obtained from research on short story writing skills through serial image media using a google form, the results obtained by students were already good than before when learning was applied through the WhatsApp group. The results of the researcher's interviews with grade iv teachers at SDN Bojongloa 01 were that there were still many students who did not master the skills in writing short stories and the use of spelling that was not mastered by students. Therefore, the researcher decided to research the skills of writing short stories



through serial image media using the google form service where this implementation was carried out in three meetings.

At the first meeting, students are given prior knowledge of what a short story is, its intrinsic elements in the short story, and examples of short stories. After that students were asked to read a short story outside the classroom which the students would then tell at the second meeting. At the second meeting (the next day), students have still explained the short story and its intrinsic elements, explanation, and use of correct spelling, and students at this stage retell the short stories that students have read briefly, clearly and accurately and with the use of spelling correct. And at the third meeting, students were given examples of short story essays from serial picture media, after which students were given a serial drawing media which then had to be made into a short story with intrinsic elements and the use of correct spelling.

The Results of Students' Short Story Writing Skills

The results obtained from the skills of writing short stories through serial image media using Google Form are better than those of the initial learning in the WhatsApp group class. This good category is measured by the achievement of the indicators that the researcher has previously made to assess the mastery of short story writing skills. The indicators made include mastery of spelling, the suitability of the images with the content of the stories that students have created. The first indicator is the mastery of spelling. Mastery of spelling is divided into three, namely capital letters, periods, and double-quotes. In the capital letter indicator, it has a maximum score of 4, that is, if students can write 6 capital letters correctly. Score 3 if students can write 4-5 capital letters correctly. Score 2 if students can only partially write 2-3 capital letters correctly. Score 1 if students can only write 1 capital letter correctly. Furthermore, the assessment indicator is from a comma which has a maximum score of 4, that is, if students can write 4 dots correctly. Score 3 if students can write 3 points correctly.

Score 2 if students can only write 2 periods correctly. Score 1 if students can only write 1 dot correctly.

The next indicator, namely the use of double quotation marks, has a maximum score of 4, that is, if students can write 4 pairs of quotation marks correctly. Score 3 if students can write 3 pairs of quotation marks correctly. Score 2 if students can write 2 pairs of quotation marks correctly. Score 1 if students can only write 1 pair of quotation marks correctly. Next is the assessment of the suitability of the story content with serial image media which has a maximum score of 7 if students can write a short story by the intrinsic elements in the series drawing, namely plot, theme, characterization, setting, point of view, language style and mandate. according to the contents of the drawing series. Score 6 if students only fulfill 6 intrinsic elements. Score 5 if in the story there are 5 intrinsic elements. Score 4 if there are 4 intrinsic elements in the story. Score 3 if in the story there are only 3 intrinsic elements. Score 2 if in the story there are only 2 intrinsic elements. Score 1 if in the story there is only 1 intrinsic element. From the indicators above, there are 40 students of SDN Bojongloa 01 grade. There are 32 students whose grades are above the KKM > 70. And for the rest, namely 8 students, the results are still below the KKM. 2 students could not read yet so they had difficulty in writing assignments because they could not spell letters correctly. And 5 other students are still lacking in the spelling mastery category. Therefore, from these results, we can conclude that writing skills through serial image media with Google Form can be said to be successful.

CONCLUSION

Writing skills are one of the language skills where the acquisition of mastery in the skills is not easy but must familiarize oneself with writing practice, especially for elementary school students who have to get used to practicing writing from an early age to get used to writing until adulthood. By learning to write short stories, students can practice conveying ideas or thoughts that



students have through writing. Besides, students can also learn to write with correct spelling, including the use of capital letters, periods, and quotation marks. And not only that, but students can also practice expressing what they see in a series of pictures. This picture series also helps students map the activities in the pictures and make the students' imaginations look higher and the imaginations are formed clearly because students can see every activity in the pictures so that students can create the contents of the story and the content of the conversation is possible according to the contents of the series picture which can then be explained and made a story in the form of short story writing. This research was conducted on the fourth-grade students of elementary school, amounting to 40 students. 32 people have reached the score of short story writing skills through picture series media above the predetermined KKM and 8 students have not been said to have succeeded in achieving short story writing skills. Therefore, the research carried out can be said to be successful because it improves

ACKNOWLEDGMENTS

Researchers would like to thank the supervisor who has provided direction and guidance in writing this article, and to friends who have helped provide suggestions in finding sources and references related to this article, and don't forget to parents who always pray for and support researchers in the preparation and preparation of articles.

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