



IMPROVEMENT OF LEARNING OUTCOMES OF SHORT STORY WRITING THROUGH EXTRACURRICULAR LITERACY LEARNING FOR GRADE V STUDENTS OF SD MUHAMMADIYAH 11

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ARTICLE INFO	ABSTRACT
<p>Article History Receive: 05-10-2024 Revision: 03-10-2024 Accept: 30-10-2024</p>	<p>This research aims to improve the ability of short story writing learning outcomes through literacy extracurricular learning. This type of research used is Classroom Action Research (PTK). This research was carried out as many as two cycles. With the research subjects of class VA students of SD Muhammadiyah 11 which amounted to 14 male students and 15 female students. The instruments used in this study are observation sheets and tests. The data analysis technique used is quantitative descriptive. The results of the study showed that there was an increase in the ability of short story writing learning outcomes. The improvement of student learning outcomes can be seen from the results of data acquisition from cycle I to cycle II. In the first cycle, 13 students completed the program with a percentage of 44.82% and in the second cycle, 24 students completed the program with a percentage of 82.75%. Because the percentage has reached 82.75% of successful students, this study is said to be successful.</p>
<p>Keywords</p>	<p>Short Stories, Extracurricular</p>

1. INTRODUCTION

Extracurricular activities are additional activities held outside of class hours with the aim of expanding students' knowledge and abilities. Extracurricular activities are an inseparable part of the curriculum. Extracurricular activities function to develop students' interest in certain activities that cannot be carried out through regular classroom learning, as well as to develop abilities that mainly focus on leadership, social and humanitarian relationships, and various life skills (Heri, 2018).

According to Astitah (2020), extracurricular activities are educational activities outside of class hours that are shown to help the development of students,

in accordance with their needs, potentials, talents, and interests through activities that are specifically organized by students and by capable and competent education personnel at school.

Extracurricular activities are expected to meet the needs of students to gain knowledge and experience in various subjects that will someday be useful for students in their daily lives, through extracurricular activities will make a meaningful contribution for students to develop new interests, instill responsibilities as citizens, through experiences and views of cooperation and get used to activities self-sufficient.

Education in Indonesia places Indonesian as one of the fields of study taught in schools. Teaching Indonesian must contain efforts that can bring a series of skills.

These skills are closely related to the underlying processes of the mind. The more skilled a person is in language, the brighter and clearer his way of thinking. Indonesian is a science that must be conveyed or taught. In the communication process, there are four different but interrelated skills, namely listening, speaking, reading and writing. These four aspects should receive full attention in Indonesian learning. The Indonesian subject is a program to develop knowledge, enhance language skills and foster a positive attitude towards the Indonesian language.

Write one of the lessons that requires special attention from the subject teacher or other parties involved in the preparation of the program. Nowadays writing is mostly in theoretical form, there is not much writing practice, this causes students to be unaccustomed to writing so it is difficult to express ideas in the text. Writing is a linguistic activity that plays an important role in the dynamics of human civilization. By writing, people can communicate, put forward ideas both from inside and outside themselves, and are able to enrich their experience. Through writing activities, people can also benefit from their development (Misra, 2014).

Success in writing is also greatly influenced by continuous practice and practice activities. In addition to the practice factor, writing is also greatly influenced by students' interest and motivation to write, guidance and direction of writing, as well as knowledge about existing literary works. In addition, factors that can cause low writing skills of students include the difficulty of students expressing ideas, ideas, thoughts, then the lack of interest in learning students and stimulating students' creativity into writing skills (Mardika, 2019).

Keterampilan menulis misalnya writing poems, plays and short stories. Short story writing is an existing writing competency and

begins at the elementary school level. Students can express their feelings, ideas, and ideas to others through short story writing activities. Writing skills can not be automatically mastered by students, but must go through a lot of practice and regular practice so that students will more easily express themselves in writing activities. In connection with that, the ability to write harud is improved from childhood or starting from elementary school education. If writing skills are not improved, students' ability to express thoughts or ideas through written form will be reduced or not developed (Andayani, 2017).

According to Mashura (2014), short stories are a form of fictional story that has fewer pages than other literary works such as novels. One of the characteristics of short stories is that they will usually be read in one sitting. Therefore, reading short stories is less reflective and more concentrated on an experience. Short stories tend to overcome themselves in a short span of time, rather than showing the development and maturity of the character in the characters. Short stories rarely use complex plots because again, they are more focused on a single episode or specific situation than a series of events. Writing skills are not only to be known but mastered by students, this condition is exacerbated by the low interest in writing students.

In the short story learning itself, students are taught how to understand and apply the understanding of short stories to a literary work. Writing and linguistic structures, diction or word recovery, and the cohesion of elements in a short story are points that must be mastered well by students. Learning to write short stories at school is a learning that requires students to think creatively (Maulina, 2021).

Students need to be given creative opportunities to be able to pour out what they have in mind in the form of short stories. To achieve learning success, it will depend heavily on teachers in packaging teaching and learning activities to be fun,

meaningful and able to develop the potential of students (Al Hakim, 2021).

Therefore, it is necessary to solve problems in the ability to write short stories through extracurricular learning as a practice for writing short stories. As for through extracurricular learning, it can help students in writing their short stories, and through extracurricular learning, students are expected to be able to pour out their ideas, so that students have enough insight, vocabulary, and even imagination to become capital in making a short story writing.

Based on the results of initial observations conducted in the VA class of SD Muhammadiyah 11 with the VA homeroom teacher in the extracurricular learning process of writing short stories, the researcher found that there are still many students whose short story writing skills are still low. The low ability of students to write short stories causes a lack of writing habits of students so that it is difficult for them to express their ideas in written form. In addition to the difficulty of pouring ideas into written form, students also experience difficulties in composing good and coherent sentences, so that the paragraphs that are composed are less cohesive. Students have not used everyday language (regional language).

Through extracurricular learning, literacy is expected to be able to increase students' interest and ability in writing short stories. Here, the researcher continues the ability to write short stories through extracurricular learning of literacy to improve the ability of learning to write short stories in elementary schools, especially in the VA class.

2. RESEARCH METHOD

In this study, the researcher used classroom action research (PTK).

This research is a classroom action. Classroom action research is a planning of learning activities in the form of an action that is deliberately raised and occurs in a classroom at the same time. This research was carried out in at least two cycles. The cycle occurs sequentially and the

information from the previous cycle determines the next cycle, at the end of each learning evaluation will be carried out to obtain data from student learning outcomes.

Subjek penelitian ini adalah 29 siswa VA class SD Muhammadiyah 11 even semester for the 2023/2024 school year. The total number of VA students in SD Muhammadiyah 11 is 29 students. There are 14 male students and 15 female students.

The research instruments used in this study are:

1. Observation

According to Sukmadinata (2020), observation is a technique carried out in research by making observations on the object of research. Observation was carried out by the researcher with the aim of observing all activities of students and teachers during the learning process of learning short stories through extracurricular literacy learning. This observation was carried out based on the observation sheet that had been prepared by the researcher.

2. Tes

Tests are a very important measuring tool. A test is an activity given by teachers to students to find out the learning ability of students in this research. Students are given a test in the form of questions that can later describe the increasing activity of students writing short stories through literacy extracurricular learning

3. RESULT

The lesson action action planning in cycle I based on the review and initial actions taken by the researcher includes:

- a. Make a lesson plan in accordance with the material to be achieved.
- b. Prepare supporting media in accordance with the material taught.
- c. Preparing tests to measure students' writing ability during the research application.

Implementation

In accordance with the plan that has been made, the learning process is carried

out by implementing literacy extracurricular learning. The researcher carried out actions in accordance with the implementation plan of learning to write short stories through extracurricular literacy learning

The implementation of class actions in cycle I is as follows: Initial activities

1. The teacher opens the learning by saying greetings.
2. The teacher conditioned the class and invited students to pray together to start the learning activity.
3. Teachers absent students.
4. The teacher conducts a concentration test in the form of applause to students to build student enthusiasm.
5. The teacher conveys to the students about the learning objectives.

a. Core Activities

1. The teacher gives basic questions to students related to short stories.
2. The teacher showed a picture of a concept map of "steps to compose a short story" with the aim of stimulating students' thinking.
3. Teachers explore students' knowledge by conducting questions and answers related to short story materials.
4. The teacher shows the purpose series of image media for examples of making paragraphs into short stories.
5. The teacher provides questions in the form of concept maps to make paragraphs into short stories written by students.
6. The teacher asks students to do the problem.
7. Teachers monitor and guide students who do not understand the problem.
8. The teacher asks students to read their writing in front of the class.
9. Teachers give appreciation to students.

a. Closing Activities

1. The teacher concludes the learning material that has been taught.

2. The teacher closes the learning with a prayer and greetings. In accordance with the plan that has been made, the learning process is carried out using.

Observation

The observations carried out on classroom action research are observations of students, observations of teachers, collecting and identifying data. If the analysis of data 1 is known, then reflection is carried out. The purpose of this observation is to obtain in-depth information about the learning process. The observation sheets prepared include student learning activity sheets and teacher activities in the learning process.

Refleksi

This stage is carried out to find out the level of achievement of learning implementation and things that must be improved in the next cycle. After the learning process of cycle I is completed, teachers and researchers discuss the results of observations that have been made by researchers during the learning process to find out the shortcomings found in cycle I, then the results of observations in cycle I will be used as guidelines for improving the implementation of actions in cycle II.

Meeting II Planning

The planning for student score acquisition after reflection in the first cycle still does not meet the classical completeness criterion, which is 70%, students must obtain a score of ≥ 70 . The results of student activity observation have also not been in accordance with expectations. For this reason, the researcher and the classroom teacher held a discussion on improving the implementation of learning in cycle II. At this planning stage, the researcher designed learning improvements, which can be seen in the learning implementation plan (RPP) from the results of the analysis of student activities in the learning process and the

difficulties experienced by students in the first cycle.

The research in cycle II was carried out by continuing to learn to write short stories through literacy learning. In the second cycle meeting, a test will be held again to find out how much the students' absorption of the material has increased. In this cycle of planning, improvements are prioritized in the discussion of the material and the speed of students in understanding it, as well as repeating the ability to write short stories. So that students understand better and can improve the shortcomings in cycle I.

Implementation

In cycle II, the learning steps are still the same as in cycle I, but the teacher motivates students to be more active and able to complete the tasks that have been given according to the agreed time and each student is more able to open up to each other and submit opinions when presenting the results of short story writing that has been made by each student.

In this cycle, the teacher will correct the weaknesses that occurred in cycle I. The teacher will slightly repeat the material that will be delivered. Then the teacher briefly explained what will be learned in cycle II, the teacher carries out learning activities based on the action plan that has been made in the lesson plan.

Observation

this cycle, the teacher will correct the weaknesses that occurred in cycle I. The teacher will slightly repeat the material that will be delivered. Then the teacher briefly explained what will be learned in cycle II, the teacher carries out learning activities based on the action plan that has been made in the lesson plan. observation is carried out based on the observation sheet that has been prepared by the researcher.

Refleksi

After learning in cycle II, there was an increase in student learning completeness from cycle I to cycle II. In the first cycle it was 44.82% with the number of students who completed learning in the second cycle of 82.75%. This shows that cycle II has

reached the classical completeness criterion, which is 70%. Likewise, the results that have been achieved in the second cycle, the score acquisition for teacher and student activities has increased.

4. DISCUSSION

In this research process, there are various kinds of problems that have been solved from the learning process provided by teachers, namely the learning provided must be more active so that the material provided can be understood. For teachers, in the process of providing learning, they should be able to try to implement literacy extracurricular learning well again. In addition, in the learning process, teachers must pay attention to proper learning and in accordance with the material taught so that students do not get bored quickly and are more enthusiastic about learning.

5. CONCLUSION

Based on the results of the research that has been carried out, the following conclusions can be drawn:

The ability to write short stories through extracurricular learning runs effectively. This can be evidenced by the increase in student learning completeness, seen in the acquisition of data from 29 students, in the pre-action pretest questions of 10 students who completed with a percentage of 34.48%, while in the posttest questions of the first cycle of students who completed as many as 13 students with a percentage of 44.82% and in the posttest questions of the second cycle of students who completed as many as 24 students with a percentage of 82.75%. So it can be seen that there is an increase from the pre-action, cycle I and cycle II as many as 11 students with a percentage of 37.93%.

Then based on the results of the observation sheet, teacher activities from cycle I and cycle II have increased in the learning process. The results of the observation of teachers' activities in the extracurricular learning of literacy in writing short stories in the first cycle obtained

64.28% with sufficient criteria. Meanwhile, in the second cycle, there was an increase in the percentage of 94.64% with very good criteria. Then the results of student activity observation sheets from cycle I and cycle II also increased in the learning process. The results of observation of student activities in extracurricular learning of short story writing cycle I obtained a percentage of 64.58%

Have sufficient criteria, while in the second cycle there was an increase in obtaining a percentage of 91.66% with very good criteria.

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