THE UTILIZATION OF VISUAL MEDIA IN WRITING SHORT STORIES AT THE V SEMESTER PROGRAM OF STUDY ENGLISH EDUCATION FKIP UMSU

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Abstract

The utilization of Visual Media to serve as a tool in helping students write short stories (short stories). On the other hand visual media can also make it easier for students to find inspiration or an idea for the figures they would create in the short stories, as well as make students more confident over the stories they create, so short stories written become more attractive. If it is associated with writing, it can be stated that the utilization of visual media is a process that makes it easy for students to find inspiration in writing short stories. Thus, the utilization of visual media may be used in any learning process, especially when the student will later become a teacher can practise with the students at the school. This research aims to know the utilization of visual media in the process of writing a memoir on the V semester student at Prodi Indonesia language and literature Education FKIP UMSU by using the method of experimentation.

Keywords: visual media, writing, and short stories

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A. Introduction

Efforts to develop biennial donations are the responsibility of a lecturer towards developing mahasiswadalam ability to use visual media tools in the process and associated costs. Visusl media plays an important role in determining whether or not a participant in the successful teaching and learning activities. Therefore, a strategy tailored to the development of the academic science and technology which accompanied the current globalization.

Trianto (2011:5) argues that "the main problem in learning in formal education (schools) nowadays is still low absorbance learners". Teaching with traditional learning systems i.e. Lecturer more dominating the entire learning activities whereas students only accept passively lecture will lead to less independently.

The Study Theory

Understanding Visual Media

The media is one of the determinants of the success of learning. Through the media, the learning process can be more interesting and fun, for example, students who have an interest in the color can be provided the media with an attractive color, along with other media. Same with media technology, as well as the many computer describes encapsulated very enjoyable learning create student, so students are very interested in learning through the media. Other important aspects, the use of media can help clarify the message of learning.

Media education helps everything that can be used for lecturer achieving goals. The methodological basis of media education aims to:

1) Helps clarify the subject matter conveyed lecturer

2) Help motivate learners in the learning activities

3) Help teachers overcome space and time place

4) Gives a real experience to learners.

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According to Arsyad visual based media (image or parable) holds a very important role in the process of pmbelajaran. Visual media can facilitate understanding and strengthens memory. Visual can also foster the interest of students and can give you the relationship between the content of the subject matter with the real world. In order to be effective, should be placed on the visual context that is meaningful and students should interact with visual (image) it is to convince the occurrence process information.

Visual Learning Media

According to Gearlah that the media in the media it is generally understood to include people, materials, equipment or activities that create the conditions that enable students gain knowledge, skills or attitudes. Learning is the process of interaction between the learners with their surroundings, so that there is a change of behaviour towards the better. In defining the learning media tardapat some experts among which are: a) Briggs in Yusuf Hadi Miarso stated that the learning media is a means to provide a stimulus for the study so that the learning process occurs . b) according to Suwarno Pringgawidagda media learning is a tool that is used as a channel to convey lessons to the learners.

The Function Of The Visual Learning Media

Levie and Lentz (1982) in his book Azhar Arsyad posited visual learning media function 4, i.e. the functions of affective Function, attention, cognitive function, and the function kompensatoris. The function is a core that is attracting Attention and directing the attention of the students to concentrate on the content related to the meaning of the displayed visual or text accompanying instructional materials. Often at the beginning of the lesson students are not interested in the subject matter because it is a lesson which is not tolerated by them so that they don't notice. Media image that is projected can soothe and direct their attention to the lessons they will receive. Thus to obtain and given the content of the lesson.

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Affective function, visual media can be seen from the level of enjoyment of the students when studying (read) display text. The picture or the emblem of the visual can be evocative of emotions and attitudes of students.

Cognitive function, visual media seen from the findings of the study revealed that the visual emblem can facilitate achievement of the objectives to understand and remember information or messages contained in the image. Kompensatoris function, visual learning media seen from the results of research that the visual media that provide the context for understanding the text helps students who are weak in reading for organizing information in text and remember it again. In other words, the media learning function to accommodate students who are slow to receive and understand the contents of the lessons are presented with text or verbally.

Benefits Of Visual Learning Media

Learning media can heighten students ' learning process in the teaching which in turn is expected to heighten the learning outcomes achieved. There are several reasons why learning media can heighten students ' learning process? One of the reasons with regard to the benefits of the learning media in the learning process of students, among other things: a) the learning process will further draw attention to student b) teaching materials will be more easily understood by the student c) method learning will be more varied. With the media learning process will be not verbalistik d) students will be able to perform the activities, for students not only listened but can also be observed, demonstrating, played, and others.

Understanding Writing

Writing is one of the very language skills needed in modern times. Writing skills are not easy and require a long time to acquire it. By writing a person can express ideas or ideas through language. Tarigan (2005:21) States "writing is lower or painted symbols chart that describes a

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language that is understood by someone so others can read the chart symbols if they understand the language the graph of it ".

Widyamartaya (2002:5) States that compose or write is a complex activity. We can understand as being composed of a series of activities of the person mengungkakan the idea and submit it through the language write to the reader to understand exactly the way the author dimasudkan.

a. Understanding short story

In literature is known by three different kinds of forms, i.e. poetry, prose, and drama. Prose consists of various types of prose, one is short. In accordance with its name the short stories is a short story, but the short length of his physical size is not so absolute size. Unspecified short story should the page or the word, even though the short story has a tendency to short.

According to the great Indonesian Language Dictionary (Moe 2007:210), "a short story is kisahan short (less than 10,000 words) that give the impression of a single dominant, and focuses on a single character in a situation". Meanwhile, according to a. Bakar Hamid (in Soebachman, 2014:68) says that the so-called short stories were to be seen from the quantity, namely the large number of words used: between 500-20,000 words; the existence of a plot; the existence of a single character; and the existence of a single impression.

Meanwhile Kosasih (2003:391) said "the short story is a story which, according to its physical form is shaped. Size the length of the short story is indeed relative. The short story is a story that runs out to read about ten minutes or half an hour. He said the number of about 500-5000 words. Therefore, the short story is often expressed with the stories that can be read once sat.The characteristics of a short story. As for the characteristics of a short story is as follows:

1. Form of writing is short, dense, and shorter than a novel.

2. Writing less than 10,000 words.

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3. The source of stories of everyday life, either his own or someone else's experience.

4. Do not paint the entire life of the culprit because it raised the issue of single or her Sari away.

5. Read Timeout once sat down and only deals with something that means a lot to the culprit.

6. Characters were depicted conflicts came to the settlement.

7. The use of the words are very ekonomois and easily recognized.

8. Leave a deep impression and effect on the feelings of the reader.

9. Recount one incident from the occurrence of the development of the soul and the crisis, but not to cause any change of fate.

10. Grooved single and straight.

B. Method

The study was performed on college students semester VI Prodi Indonesia language and literature Education FKIP UMSU. This type of research is research experiments. The population of this research there are 2 classes, namely Indonesia language and literature education semerter VI. Totalling approximately 68 students Education Indonesia Faculty of language and literature, pedagogy and educational sciences of North Sumatra Muhammadiyah University of 2018/2019 school year.

C. Research Finding

Engineering Data Collection

As for the research instrument this is a form of experimental and control (pre test and post test) is given to students and also a researcher doing the observations during the ongoing process of learning.

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Data Analysis Techniques

1. The Terms Of The Test: a test of normality

2. Hypothesis Testing: to see the efforts of media-based teaching material development learning in increasing the motivation to learn.

3. Test the Normality of the Data

One of the requirements of the analysis that must be met before you can use parametric statistics is the distribution of each variable data research has to be Gaussian. Testing whether a normal distribution of data can be done using the Liliefors test.

Table
Data Normality Test Of Visual Media Group

No	X_1	F	F_{kum}	Zi	Zi_{tab}	F(Zi)	S(Zi)	L=F(Zi)-S(Zi)
1	71	4	4	-1,78	-0,4625	0,0375	0,1052	0,0677
2	76	6	10	-1,08	-0,3599	0,1401	0,2631	0,123
3	81	8	18	-0,39	-0,1517	0,3484	0,4736	0,1252
4	86	3	21	0,29	0,0141	0,5141	0,5526	0,0385
5	90	15	36	0,85	0,3123	0,8123	0,9473	**0,135**
6	95	2	38	1,54	0,4382	0,9382	1,0000	0,0618

Based on the above table obtained Lhitung price = 0.135 whereas from the list of values for Liliefors test on a significant level = 0.05 and n =

38 is $0\frac{0,886}{\sqrt{N}} = \frac{0,886}{\sqrt{38}} = \frac{0,886}{6,164} = 0,1437$

Thus retrieved Lhitung < Ltabel or 0.135 < 0.1437 which means the value data of the learning groups utilizing the learning media on the basis of a Gaussian population. Data normality testing group of visual media at the top, the calculations are as follows:

Note: $\bar{X}_1$ = 83,84; SD_1 = 7,21; N = 38

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Table
Test The Normality Of Data Without Any Visual Media

No	X_1	F	F_{kum}	Zi	Zi_{tab}	F(Zi)	S(Zi)	L=F(Zi)-S(Zi)
1	52	4	4	-1,65	-0,4505	0,0495	0,1333	0,0838
2	57	4	8	-0,90	-0,3159	0,1841	0,2666	0,0825
3	62	10	18	-0,15	-0,0596	0,4404	0,6	**0,1596**
4	67	7	25	0,60	0,2257	0,7257	0,8333	0,1076
5	71	3	28	1,20	0,3849	0,8849	0,9333	0,0484
6	76	2	30	1,95	0,4744	0,9744	1,0000	0,0256

Based on the above table obtained Lhitung price = 0.1596 whereas from the list of values for Liliefors test on a significant level = 0.05 and n = 30 was 0.161

Thus retrieved Lhitung < Ltabel or 0.1596 < 0.161 which means the value data of the learning group without utilizing visual media dating from the Gaussian populations. Data normality test group without utilizing the media above, the calculations are as follows:

Note: $\overline{X}_2$ = 63; SD_2 = 6,64; N = 30

D. Discussion

Once it is known that learning outcomes data for both Gaussian and homogeneous samples, further hypothesis testing is done. Student grades can be analyzed using the formula t test to be able to test the hypothesis of the study. Before doing the test the hypothesis, the researchers concluded the return value obtained in experimental classrooms as well as students of the class of the control. The list of values the ability of students in the classroom experiments make use of visual media and the value of student's ability on the control class that is not memafaatkan is as follows:

1. Student learning outcomes For a class experiment (by making use of visual media)

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$\bar{X}_1$ = 83,84; SD$_1$ = 7,21; SD$_1{}^2$ = 51,98; N = 38

2. Student learning outcomes For grade control (without visual media)

$\bar{X}_1$ = 63; SD$_2$ = 6,64; SD$_2{}^2$ = 44,08; N = 30

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With the calculation of S as follows:

$$S^2 = \frac{(n_1 - 1)\,S_1^2 + (n_2 - 1)\,S_2^2}{(n_1 + n_2) - 2}$$

$$= \frac{(38-1)51,98 + (30-1)44,08}{(38+30) - 2}$$

$$= \frac{(37)51,98 + (29)44,08}{68 - 2}$$

$$= \frac{1923,26 + 1278,32}{66}$$

$$= \frac{3201,58}{66}$$

S^2 = 48,50

$S = \sqrt{48,50}$

S = 6,96

Dengan demikian,

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

1. $$= \frac{83,84 - 63}{6,96\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

2. $$= \frac{20,84}{6,96\sqrt{\frac{1}{38} + \frac{1}{30}}}$$

3. $$= \frac{20,84}{6,96\sqrt{0,02 + 0,03}}$$

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4. $= \dfrac{20{,}84}{6{,}96 \sqrt{0{,}05}}$

$\dfrac{20{,}84}{6{,}96 \, (0{,}223)}$

$\dfrac{20{,}84}{1{,}55}$

$t_{hitung} = 13{,}44$

From the t distribution list for α = 0.05 and dk = 38 + 30 – 2 = 66, retrieved ttabel price = 1.997. By comparing between thitung with ttabel ttabel or thitung > gained 13.44 > 1.997 so ha ho accepted and rejected. Summed up the utilization of visual media is more effective than without the utilization of visual media in improving the ability of writing the text of the short story by V semester student education courses language and literature-Indonesians UMSU. Thus the hypothesis gained proved to be true.

Once defined the class of the control class and then experiment class was given the treatment, experiment class was given preferential treatment by making use of visual media and control classes were given treatment without any visual media.

After being given different treatment on experimental class and grade control, then a second class given text or postes end to end capabilities to know students from the class of experiments and classroom control..

The results showed that students in the class of experiments and experience the difference control class that is quite significant. It shows learning outcomes utilizing visual media has reached the maximum value or the minimum ketuntasan meets the criteria with the average value of the student's 83.84. While the class control without visual media memperloleh average value of 63 students. Then do hypothesis testing for the results of the study by using test-t. After testing the learning outcome

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turns out data obtained the test results on the extent of = 0.05 obtained thitung > ttabel i.e. 13.44 > 1.997

Based on the results of the research hypothesis above it can be concluded that learning to write the text of the short story by making use of visual media is strongly recommended against the student because it was able to increase and facilitate students in the learning process teaching, especially in learning to write the text of the short story.

E. Conclusion

This research aims to know the utilization of visual media in the process of learning to write the text of the short story, then it can be inferred several things that are at the core of this study, namely:

1. Text of the short story writing skills by utilizing visual media on the experimental class get the most dominant good, demonstrable value of 83.84.

2. The text of the short story writing skills without visual media on the control class get the less dominant, can be proven with a value of 63.

3. Based on the above can be drawn the conclusion that the pemanfaaatan visual media can improve the ability of students in writing the text of the short story.

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