

The Effectiveness of Learning Story Writing Through to Using of Short Film Media Based on The Linktree Application for Fourth Grade Elementary School Students

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Abstract: This study aims to analyze the effectiveness of learning to write stories through the use of short film media based on the link tree application in fourth-grade elementary school students. The research method used is quantitative. Collecting data using the test, observation, and questionnaire methods. The subjects of this research trial were fourth-grade elementary school students in Pulokulon District. The data analysis technique used descriptive statistics. To determine the effectiveness of learning to write, short film media based on the linktree application was applied in learning through trials conducted on 10 fourth-grade students of Public Elementary School No. 2 Tuko. Based on the table of test results from 10 students, the average before using the short film product was 61.5. After using the short film product, the average score increased to 75.5. The increase in the average N-gain is 0.36 in the medium category. Furthermore, a trial of media development products was carried out on 75 students from 5 elementary schools. Based on the recapitulation of performance before and after using the product, the average value increased from 63.80 to 79.00. The average increase in N-gain is 0.42 in the medium category. Furthermore, through the t-test using the Paired Samples T-Test, the results obtained a significance level of <0.05 . Based on the calculation or interpretation of SPSS output, it is known that Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a significant difference between the pre-test and post-test data.

Keywords: Effectiveness, story writing, short film media based on linktree application

1. Introduction

Writing activity is a manifestation of language competence which is most recently mastered after listening, speaking, and reading competencies (Ting & Sunarti, 2022). Compared to the other three language competencies, writing competence in general can be said to be more difficult to master even for native speakers of the language concerned (Angelino & Matronillo, 2020). Writing skills need to be developed to train students to think critically in responding to something. Therefore, to be able to master writing skills, you must continue to practice and practice. One of them is by writing a story (Wil, Yunus, & Suliman, 2019).

Reading and writing literacy is one of the parameters of students' abilities in welcoming the digital era. On the other hand, Indonesia's literacy skills from the results of the 2018 Program for International Student Assessment (PISA) survey published in March 2019 photographed some of Indonesia's educational problems. In the category of reading, science, and mathematics, Indonesia's score is low because it ranks 74th out of 79 countries (www.oecd.org). Learning to write stories is one of the competencies taught to elementary school students. Based on the learning tools in the current 2013 curriculum, one of these competencies is found at the fourth-grade level in semester 2, namely theme 8 sub-theme 3 in the Indonesian language lesson content which requires students to be able to rewrite stories based on real-life stories, imagination, and or an experience with using their language (Al Farizi, 2019). However, based on real conditions, the implementation of writing learning at the fourth-grade level faces several obstacles. One of them is that students are less skilled and have difficulty when asked to rewrite the folklore they have read or heard using their language. Several factors that cause students' difficulties when writing are 1) students are not well trained in writing, 2) the ability of teachers are lacking in using learning media, 3) the system of teaching and learning activities is monotonous and less attractive which

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causes students to get bored quickly, 4) learning is conventional and less innovative where students have not played an active role in learning activities (central teaching), and 5) the teacher has not utilized the learning media optimally when delivering the material (Dita et al., 2021).

For students to be able to write, they must first get used to it, practice, and continue to get used to writing, therefore the teacher in the class must be able to attract students' interest to be able to get used to expressing their ideas and ideas through the writing process. One of them is by utilizing short film media based on the Linktree application in learning to write stories that will motivate students and inspire students to express the ideas and ideas that are in their minds.

Based on the background of the problem, the problem can be formulated as follows: how is the effectiveness of learning to write stories through the use of short film media based on the Linktree application for fourth-grade elementary school students?

The purpose of this study was to analyze the effectiveness of learning to write stories through the use of short film media based on the Linktree application for fourth-grade elementary school students.

2. Literature Review

The transformation of literacy culture is closely related to the acceleration of scientific and technological development, so the transformation of literacy culture is imperative, and slowly transform its presentation form into a virtual form, making it easier for readers to understand and understand. Motta Reis et al. (2020) also stated that technological development should be able to change the paradigm of student learning activities, so that the development of student literacy can be synchronized with the time of technological development.

Given today's contextual phenomena, students in elementary education institutions tend to be less motivated to read and write using mainstream devices; given the high demand for information media and technology from students to access literature as a medium for reading and writing, even writing forms are translated into audiovisual media (films) so that readers can better understand them (Strobl et al., 2019). Therefore, the availability of digital media should be a means to develop students' language skills, especially in written form, so they will be more interested in making short story writing as an effort to improve the literacy culture (Lilo, Tautolo, & Smith, 2020).

Short story writing skills (short stories) for elementary teacher education students is one of the productive language skills that are said to be still very difficult, considering the skill to write requires multi skills that involve cognitive skills, cognitive meta, experience, imagination, and the preparation of words and sentences accordingly.

Linktree is a site that provides one link which contains several links. Linktree can be used on social platforms like Instagram, TikTok, Twitch, Facebook, YouTube, Twitter, or LinkedIn. Imani, Oktavianti, & Romdhoni (2021) stated that this application was originally used to help find jobs, brands, or businesses. Users of this application are online businesses that promote their products on social platforms. Over time this application was developed by educators for the learning process. The ease of using the Linktree application can be seen from the practicality of the teacher in preparing materials, attendance, using teaching media, LKPD, to assessment. Through the Linktree application, a link is provided that contains several links such as a school blog where one page contains essay writing material, the short film shows that have been uploaded on the teacher's YouTube channel, live worksheets-based worksheets that guide students in the process of sorting the main ideas based on the short film storyline and Evaluation based on google form which contains writing skill assignments. Next, the teacher distributes one link containing several of these links on various social media accounts, such as class WAG. So that every student can easily access the material anytime and anywhere using their device technology (Pratama et al., 2020).

3. Methodology

The method used in this research is quantitative with a descriptive research design. Collecting data using the test, observation, and questionnaire methods. Triyani, Romdon, & Ismayani (2018) stated that the test is to measure students' understanding, ability, and learning success in writing stories. Thus, student learning outcomes will be seen through the results of the initial and final tests students through the use of media. Observations were carried out by researchers by looking directly at the learning conditions before and after the trial of the use of short film media in learning. The questionnaire was used to determine the results of the assessment or student responses after using short films based on the Linktree application in learning to write stories.

4. Results and Discussion

Alternative learning that has the potential to solve the problem of writing skills is inquiry. Guided inquiry is suitable to be applied at the fourth-grade level of elementary school because it is following the characteristics of elementary school students who tend to still need advice and cues from the teacher (Kuhlthau, Maniotes, & Caspari, 2015).

The syntax of guided inquiry learning according to Palupi & Subiyantoro (2020) consists of presenting problems, making hypotheses, designing and conducting experiments, analyzing data, and making conclusions. The syntax of inquiry learning has the potential to be useful in improving students' writing process skills. This is supported by Juniar, Fardilah, & Tambunan, (2021) who stated that guided inquiry was able to improve students' process skills. The guided inquiry learning procedure is carried out by involving students in an activity working on student worksheets based on the

live worksheet application. This live worksheet application-based student worksheet was chosen, besides being easy to use by teachers, it also has attractive features and appearance. The worksheet contains 2 tasks, including 1) pairing several pieces of images in the short film "Ajisaka (The Origin of Javanese Script)" with several sentences which will be used as the main idea of the paragraph, and 2) ordering the main ideas or problems discussed in the story "Ajisaka (The Origin of Javanese Script)" in a coherent manner. The main idea contains the main problems discussed in the story presentation. By knowing the main idea, students can find out the main story which can later be developed with the student's writing style. Next, the teacher guides the students in compiling the framework and summary of the story. Outlines and summaries are important ways to develop main ideas into paragraphs. The framework is structured in such a way that it can be a unified reading that is easy to understand. While the summary is a short form obtained from reading or story without reducing the main idea.

The results of the study were obtained from data analysis and findings during the process of learning to write stories. Initial field trials were implemented on 10 fourth-grade students at Public Elementary School No. 2 Tuko. A pre-test is given after learning without using short film media. The results of performance of writing skills obtained the following results. Based on the results of the pre-test scores obtained an average value of 61.5. The highest pre-test score was 70, while the lowest pre-test was 55. The post-test was given by applying learning through the use of short film media based on the Linktree application. The results of the performance of writing skills on the post-test obtained the following results. The average post-test score is 75.50. The highest post-test score was 80, while the lowest post-test score was 70.

Table 1 - Recapitulation of initial field test performance.

Average Pre-test	Post-test average	Maximum score	N-Gain
61.5	75.5	100	0.36

Based on the recapitulation table of the initial field trial performance above, it can be seen that the average pre-test before using short film media was 61.5. The average post-test increased after using short film media to 75.5. The increase in the average N-gain is 0.36 in the medium category. Furthermore, from the results of the calculation of the feasibility assessment, the short film media based on folklore from Grobogan Regency can be used and expanded field trials are carried out on students from several other elementary schools in learning to write stories in grade IV.

The application of the field trial was extended to 75 fourth-grade elementary school students spread across 3 clusters of Pulokulon District, namely the Diponegoro cluster, the Yos Sudarso cluster, and the Handayani cluster. All of the students came from fourth-grade students at Public Elementary School No. 5 Tuko, Public Elementary School No. 2, Public Elementary School No. 3 Panunggalan, Public Elementary School No. 1 Jatiharjo, and Public Elementary School No. 2 Pulokulon. In this field trial, students with teacher guidance and explanations studied blog-based story writing material, watched the short film "Ajisaka (The Origin of Javanese script)", worked on student worksheets, and carried out evaluations in the form of writing skills assignments. This trial was conducted to test the effectiveness of short films based on folklore from Grobogan Regency for learning to write for fourth-grade elementary school students.

The pre-test is given without first providing learning by using short film media based on the Linktree application. Based on the results of the pre-test scores for writing skills, an average score of 63.80 was obtained. For the achievement of the highest pre-test score of 75, while the lowest pre-test score of 60. Post-test is given by applying learning through the use of short film media based on the Linktree application. Based on the results of the post-test scores for writing skills, an average score of 79.00 was obtained. For the achievement of the highest post-test score of 90, while the lowest post-test score of 75.

Table 2 - Recapitulation of main field test performance (expanded).

Average Pre test	Post-test average	Maximum score	N-Gain
63.80	79.00	100	0.42

Based on the recapitulation table of the expanded field trial performance above, it can be seen that the average score before using the short film product (pre-test) was 63.80. Furthermore, the post-test average increased after using the short film product to 79.00. The average increase in N-gain is 0.42 in the medium category.

To examine whether or not there is a difference between the initial ability and the final ability in the experimental class, a t-test was carried out. In practice, this t-test uses the paired samples t-Test.

In the following, the results of the calculation or interpretation of SPSS output based on the results of the pre-test and post-test in the experimental class are presented.

4.1 First Output

This output shows the summary results of descriptive statistics from both samples or pre-test and post-test data.

Table 3 - Paired samples statistics.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	63.8000	75	4.17845	.48249
	Post-Test	79.0000	75	3.67607	.42448

4.2 Second Output

The second part of the output is the result of the correlation or relationship between the two data or variables, namely pre-test and post-test through the person product moment correlation test. It is known that a significance value of 0.000 means that this value is <0.05 . As the basis for decision-making in the correlation test, because the significance value is <0.05 , there is an indication that there is a relationship between pre-test and post-test.

Table 4 - Paired samples correlations.

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	75	.625	.000

4.3 Third Output

Based on the third output data based on the decision-making above, it is known that Sig. (2-tailed) of 0.000 <0.05 , it can be concluded that there is a significant difference between the learning outcomes of folklore writing skills between pre-test and post-test data. So, from these results, it can also be concluded that short film media based on the Linktree application is proven to be effective in improving learning outcomes in writing skills for fourth-grade elementary school students.

Table 5 - Paired samples test.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Post Test	-15.20000	3.43275	.39638	-15.98980	-14.41020	-38.347	74	.000

Description: Source of data obtained and processed by analysis of IBM SPSS Statistics

After watching the short film media "Ajisaka (The Origin of Javanese script)" then the students assessed the media by filling out the questionnaire statements that had been provided. Filling out this questionnaire aims to determine the extent of student responses to the development product being tested. The student responses include the following aspects 1) ease of understanding the content of the story, 2) the content of the moral message, 3) interest in presentation, 4) ease of media operation, and 5) the efficiency of short film media. The terms of the questionnaire distributed to student respondents must be valid. Cohen, Manion, & Marrison (2017) states that validity is a measure that shows the levels of validity of an instrument. Valid requirements $r\text{-count} > r\text{ table}$ and significance value < 0.05 . While the $r\text{ table}$ value used at a significance level of 5% or 0.05 with 75 data tested, it means that if you use the formula $df = (N-2)$ then the $r\text{ table}$ used is 0.2303.

Based on the response table for the use of learning media in the form of short films by 75 students above, it can be seen that the $r\text{-count}$ results on the media aspect help in understanding the story content of 0.690; aspects of the content of the moral message in the content of the story is 0.604; the aspect of interest in media presentation is 0.886; aspects of the ease of operation of the media by 0.886; and the efficiency aspect of short film media is 0.592. Overall, it can be seen that the magnitude of $r\text{-count} > r\text{-table}$ in each assessed aspect. It can be concluded that the learning media response questionnaire instrument in the form of a short film shows the level of validity, namely valid in each aspect of the assessment.

4.4 Analysis of the Results of the Effectiveness of Short Film Media

Short film media based on the Linktree application is applied to learning in class IV on theme 8 which is "district where I live" and subtheme 3 which is "proud of the district where I live". The initial trial was implemented on 10 fourth grade students at Public Elementary School No. 2 Tuko, while the field trial was further expanded to 75 fourth grade elementary school students spread across 3 clusters of Pulokulon District, namely the Diponegoro cluster, Yos Sudarso cluster, and the Handayani cluster. All of the students came from fourth-grade students at Public Elementary School No. 5 Tuko, Public Elementary School No. 2 and 3 Panunggalan, Public Elementary School No. 1 Jatiharjo, and Public Elementary School No. 2 Pulokulon. This was done to determine the level of effectiveness of the use of short film media in learning

writing skills for fourth-grade students in the research elementary school. Research data collection and research data analysis was carried out from November to December 2021.

In the initial field learning process, the pre-test was given without first providing learning using short film media, while the post-test was given by applying learning through the use of short film media based on the Linktree application. This also applies to the main field test (expanded trial) which was applied to 75 students.

Broadly speaking, the learning steps consist of the preliminary, core, and closing stages. In the preliminary stage, the teacher checks his readiness by filling out the attendance list and checking the neatness of clothes, positions, and seats according to the learning activities, informing the theme to be studied, namely "My Living Area", guiding students in question and answer activities about fairy tales or folklore that have been told, heard or read or watched. The core activities include 1) stimulation (providing stimulation), 2) problem statement (question/problem identification), 3) Data collection, 4) data processing, 5) verification (proof), and 6) generalization (drawing conclusions). In the closing stage, learning contains reflection activities and giving formative tests.

The analysis of the research results to determine the level of effectiveness of the short film media obtained the following data: based on the recapitulation table of the initial field trial performance of 10 students, it can be seen that the average Pre-test before using short film products is 61.5. Furthermore, the post-test average increased after using the short film product to 75.5. The increase in the average N-gain is 0.36 in the medium category.

Based on the results of the calculation of the feasibility assessment, short film media is implemented on a wider scale. The subjects of the research trial were 75 fourth-grade students spread across 3 clusters of Elementary School Pulokulon District, namely from Public Elementary School No. 5 Tuko, Public Elementary School No. 2, Public Elementary School No. 3 Panunggalan, Public Elementary School No. 1 Jatiharjo and Public Elementary School No. 2 Pulokulon. Based on the recapitulation table of the expanded field trial performance, the average pre-test was 63.80. Furthermore, the post-test average increased after using the short film product to 79.00. The average increase in N-gain is 0.42 in the medium category. From the calculation of the feasibility assessment at the stage of the expanded field trial, it can be concluded that the short film media based on folklore from Grobogan Regency has proven to be effective and can be used in learning to write stories for fourth-grade elementary school students.

The results of research using short film media in learning to write are also supported by research from Ichsan, Rusdi, & Sartono (2017). In his research, the results revealed that the learning media in the form of short films that were developed could be used as learning media on nerve impulse material for high school students. The learning media developed is said to be effective in learning. First, it is evidenced by an increase in learning outcomes after learning using a short film as a result of development. Second, it is proven by the learning outcomes of the treatment class which are better than the learning outcomes of the untreated class (control class). Third, as evidenced by the gain in the score of the class given the short film developed (the treatment class) is better than the gain in the score of the class without treatment (the control class).

The use of short film media is also an alternative to overcome problems in learning to write, namely there are still misconceptions experienced by elementary school students when carrying out writing assessments based on stimuli obtained through other teaching media such as pictures or books (Zheng, Chung, & Woo, 2016). Based on visual and sound stimuli as well as working on worksheets, students are more motivated and able to sort the main idea of the story based on the plot told in the short film. Furthermore, the results of the sequence are used in paragraph development. This is in line with the research conducted by Sofiyati, Suad, & Surachmi (2017) research, it was revealed that the use of videos can increase students' motivation. This can be seen from the results of filling out the questionnaire; The results of the study indicated that the students' intrinsic and extrinsic motivation had increased. This can be seen from the learning outcomes in cycles 1 and 2. The students' intrinsic motivation at the time of the preliminary study was 53.4% and increased in cycle 1 to 68.8% and in cycle 2 increased to 85.4%. The extrinsic motivation of the students in pre-study was 51.5% and in cycle 1 was 78.6% and the result after cycle 2 was 89.6%.

By comparing the results in this study with previous studies, it was concluded that the use of short film media based on the Linktree application was proven to be suitable for use in learning to write stories for fourth-grade elementary school students (Pertiwi, 2020). These results are in line with previous studies, where the media in the form of visual and sound stimuli can increase students' motivation in learning.

However, this research using short film media also has limitations because it is only applied to elementary schools in the Grobogan Regency area. In addition, it only examines the feasibility of the media and its effectiveness. If applied in other areas or with different conditions, it is possible to obtain different results. However, the results of this study can contribute to the idea that the use of short film media based on the Linktree application can increase the average value of the performance assessment of folklore writing skills for fourth-grade elementary school students although it is limited in a certain area.

5. Conclusions and Recommendations

Based on the results of the analysis of the effectiveness test, it showed an increase in the average performance of students' writing skills before and after using short film media. It can be concluded that short film media based on the Linktree application has proven to be effectively implemented in learning Theme 8 "Where I Live", sub-theme 3 "Proud of the area where I live", especially in learning writing skills for fourth grade elementary school students.

The suggestions that can be submitted are as follows 1) As educators, they must have the will to always improve competence in developing various educational innovations, namely by utilizing more innovative, feasible and effective learning media, one of which is short film media based on the Linktree application, 2) Teachers must keep abreast of increasingly complex developments in information and communication technology in order to develop other media relevant to learning objectives, for example the use of Linktree applications and other applications, 3) teachers must be able to determine appropriate strategies in learning so as to improve students' skills in expressing ideas, opinions, and feelings to other parties through written language taught at the elementary education level, 4) further research should be carried out so that valid data can be obtained regarding the use of short film media based on the Linktree application in learning.

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Conflict of Interest

The authors declare no conflicts of interest.

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