

# UTILIZATION OF ANIMATION MEDIA PLANNING BASED ON SOCIAL CONTEXT LEARNING IN WRITING FICTION PROSE

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**Submission date:** 10-Apr-2023 07:23AM (UTC+0700)

**Submission ID:** 2059919275

**File name:** 01\_ICESRE\_2018\_AZZAH.pdf (155.26K)

**Word count:** 2526

**Character count:** 13880

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**Abstract**— The purpose of this study is to describe the use of animated media contained social context in learning to write prose fiction. Qualitative descriptive research is done through the observation stage, the application of animated media contained social contexts in learning to write prose fiction, and find the results of writing prose fiction high school students. Research subjects were conducted in high school. The high school selected for research place SMAN 1 Demak and SMAN 9 Semarang.

The result of the research is description of the use of animated media containing the social context in producing fiction prose. A form of fictional prose written by high school students. In the process of teaching and learning, when teachers use animated media containing a social context, students enthusiastically participate in teaching and learning activities. This happens because the animated media content of social contexts can stimulate the students' imagination to pour the story in fiction prose according to their social life. The theme of fiction prose that has been produced by the students looks very diverse in accordance with their social life.

**Keywords:** *writing fiction prose, animation, social context.*

## I. INTRODUCTION

Learning to write fiction prose is one of the writing subjects in high school. Based on observations made it was found that learning to write prose fiction, the teacher did not give the teaching material seriously. This is because the teacher

does not have the ability to make prose fiction well. For that reason, the right learning media is needed so students have the skills to make prose fiction.

The function of learning media makes it easy for teachers to provide learning material. In addition, with the right learning media students' learning situations become conducive. In connection with the right learning media, social context-based animation media can be used by teachers to help students learn in each learning activity.

In high school there is one subject matter that is writing prose fiction which of course requires learning media. The learning process that uses the right media in the opinion of the writer, the teacher can utilize animation media. Animated media can be adapted to the conditions of students with various social conditions.

The diverse social conditions of students are needed by media that are appropriate to the social context. The right media is animated media with a social context. 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. [1]

In connection with the social context, students are introduced to the social diversity of the students themselves.

**Social** context is learning that is related to the condition of the social environment around students, making it easier for students to find ideas in writing fiction prose. The social context consists of cultural, scientific diversity (language, theme, etc.), kinship, age, and economic conditions that are adjusted to the region. The region covers rural and urban areas [1].

Based on the description of the social context, the region includes rural and coastal areas. Rural areas are related to agricultural and mountainous areas, while coastal areas are located in areas or close to urban areas.

The animation media based on the social context is made in accordance with the rural and coastal areas. From each of these regions adjust the diversity of culture, science (language, theme, etc.), age, and economic conditions[2].

Based on the description, the author chose the title of the research "The Use of Animation Media Contains Social Context in Learning to Prose Fiction Writing". The formulation of the problem in this study is how to use animation media containing social context in learning to write fiction prose? The purpose of this study is to describe the use of animation media containing social context in learning to write prose fiction.

## II. METHOD

### A. Research Approach

Qualitative research method with multidisciplinary approach is used. Qualitative research methods with a multidisciplinary approach are used to describe, explain, and build relationships from various categories of existing data [3]. Thus, this method can be used to explain the context of a symptom. Qualitative data analysis is not only emphasized on the analysis based on statistical relationships on various variables. In the qualitative paradigm, the existing data is observed carefully and in detail.

### B. Data Collection Techniques

Data collection techniques used in research are observation, interviews, and documentation. The following describes the data collection techniques.

1. Interviews and questionnaires, conducted between researchers and resource persons (people interviewed and filling out questionnaires) with specific objectives. At this stage, interviews and questionnaires were also conducted with the aim of obtaining information from Indonesian language subject teachers and students at SMAN 1 Demak and SMAN 9 Semarang. Data obtained in the form of

statements from informants related to the use of animated media containing social context.

2. Documentation, taken to obtain data, in this case data screening is carried out through prose fiction writing that utilizes animation media containing social context.

3. Tests, carried out to obtain data on student learning outcomes after utilizing animated media containing social context, which in this case carried out data screening through prose fiction writing from students of SMAN 1 Demak and SMAN 9 Semarang.

### C. Data Analysis Techniques

Data analysis was taken as an effort to search and organize data, which included records of observations, interviews, questionnaires, and documentation, which were carried out systematically [4]. Data analysis is done after the data collection or screening process. Data analysis is intended to simplify data so that it is easy to read after the data is processed. Data obtained from the field were then analyzed using a qualitative approach. The approach is used with the aim of describing / describing or describing some problems (focus of the problem) with the realities in the field.

Therefore, a domain analysis technique is used to obtain a general / initial description of the research object but is an intact object in order to obtain a complete picture. The object is in the form of student fiction prose that utilizes animation media containing social context. Important domain analysis is used primarily in exploration. Analysis of the results of the study is targeted to obtain the fullness of the object under study, without having to elaborate in detail the elements that exist in the integrity of the object of the research[3].

## III. RESULT AND DISCUSSION

According to the results of the study it is known that the use of animation media containing social context in prose fiction by teachers and students can hone students' skills in writing fiction prose. Students feel helped by choosing the right media that can support student success. Learning media used can stimulate students to find ideas for writing fiction prose. Thus, students no longer feel difficulties in learning to write prose fiction.

The animation media contains social context containing content about definition, elements of prose fiction, techniques for composing prose fiction, and examples of fiction prose that contain social context. Animated media contains social context as the right media to foster students'

ability to express ideas in producing fiction prose. This certainly increases student creativity and optimizes student learning outcomes in writing fiction prose. Following are the results of field data in SMAN 1 Demak and SMAN 9 Semarang.

Questionnaire field data and interviews on animation media containing social context in SMA N 1 Demak and SMAN 9 Semarang were almost the same answer. This shows the results of the utilization in learning to write prose fiction are almost the same. From students in class XI and teachers of SMAN 1 Demak and SMAN 9 Semarang, data was obtained about the use of animation media containing social context in learning to write prose fiction. It can be concluded that the animated media containing social context is very helpful in the teaching and learning process, especially when students produce prose fiction. Animated media containing social context is appropriate to use because it is able to stimulate students to express ideas which are then translated into writing fiction prose. So learning fiction prose writing can be understood easily and practiced by students without experiencing significant obstacles.

Table 1. Recapitulation of Results of Questionnaire Data and Interviews of Students and Teachers in Utilization of Animated Media Contained Social Context

No	Question Guide	Answers
1.	Respondents' opinions regarding material fiction prose	The fiction prose has been understood by respondents.
2.	Respondents' opinions regarding animation media	Animation media for respondents is very interesting because it is like watching a cartoon that is easy to remember.
3.	Ease in making fiction prose through animation media	Respondents easily understand the material through interesting animation media.
4.	Respondents' opinions regarding the social context	Social context makes it easier for them to search for themes because they are close to their environmental or social conditions
5.	Submission of material through a social context	Respondents like material that is related to the social context because it is close

6.	Collaboration of animation media with social context	to their environment The imagination of respondents developed so that it made it easier for respondents to write prose fiction
7.	The results of using animation media contain social contexts in writing fiction prose	Respondents were enthusiastic about participating in teaching and learning activities. The prose fiction theme that has been produced by students looks very diverse according to their social life.

Source: Primary Data of SMAN 1 Demak and SMAN 9 Semarang

Media acceptance in the trial can be seen from the results of student scores in general achieving results in accordance with the assessment guidelines. It is proven through the suitability of the grades achieved by students in the trial class through animation media containing social context with assessment guidelines. Meanwhile, before the trial of animation media containing social context there were several students who did not comply with the assessment guidelines.

Based on the assessment guidelines from the trial after the application of animation media containing social context in class XI has reached conformity. In a trial that utilizes animated media containing social context there is an increase in students' ability to write prose fiction. This increase is seen in the percentage of the value of conformity in the student assessment guidelines that are higher than the trial before using the media. Based on the results of the student's value data, conformity to the student assessment guidelines has been reached.

There is an increase in the ability of students of SMAN 1 Demak and SMAN 9 Semarang in writing fiction prose in trials that use animation media containing social context. Based on the two results of student value data, the suitability of the grade XI students' assessment guidelines has been reached. Indicators that show the achievement of learning objectives are the results of prose fiction from students of SMAN 1 Demak and SMAN 9 Semarang that have met the standards based on the fiction prose structure, namely the theme, plot, character and characterization, setting, and style. The following is a list of fiction prose

tables produced by students of SMAN 1 Demak and SMAN 9 Semarang.

Table 2. Recapitulation of Prose Fiction Results

No	Prose elements fiction	SMAN 1 Jepara	SMAN 1 Demak
1.	Theme	The themes raised in fiction prose are mostly about ponds, sea fish, and beach tourism.	The themes raised in fiction prose vary, namely about agriculture, love, and the social situation of the market.
2.	Plot	Advanced	Advanced
3.	Figures and Characteristics	The figures appointed in fiction prose are fishermen and tour guides.	People who are appointed in fiction prose are students, traders, and farmers.
4.	Setting	The setting of the chosen place in fiction prose on the coast and sea.	The setting of the place chosen in prose fiction in the mountains, markets and schools.
5.	Language Style (style)	There are several fiction prose that uses metaphorical language, comparison, and simple language.	There are several fiction prose that uses the style of everyday language.

Source: Primary Data of SMAN 1 Demak and SMAN 9 Semarang

Based on the table of student fiction prose results, the learning of writing fiction prose is said to achieve learning completeness. Thus, learning to write prose fiction with

animated media containing a social context has been completed classically.

#### IV. CONCLUSION

Based on the data and discussion of the results of the research on the use of animation media containing social context in learning fiction prose writing that is animation media for students is very interesting because like watching cartoon movies that are easy to remember, students easily understand the material through interesting animation media, social context makes it easy for them to search for themes because it is close to their environmental or social conditions, students like material that is related to the social context because it is close to their environment, the imagination of respondents develops so that it makes it easier for respondents to write fiction prose, students enthusiastically participate in teaching and learning activities. The prose fiction theme that has been produced by students looks very diverse according to their social life. Animated media contains social context that contains content about definition, elements of prose fiction, techniques for composing prose fiction, and examples of fiction prose.

In the trial of the use of animated media containing social context there was an increase in students' ability to write prose fiction. This increase can be seen in the achievement of the percentage of total values, according to the higher student assessment guidelines than the trial before the application of animation media containing social contexts for students of SMAN 1 Demak and SMAN 9 Semarang. Thus, learning to write fiction prose with animated media containing this social context has met the classical assessment standard.

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