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THE USE OF *SHOW NOT TELL* TECHNIQUE TO IMPROVE THE XI GRADE OF VOCATIONAL HIGH SCHOOL STUDENTS' ABILITY IN WRITING SHORT STORY

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Abstract

This study aims to determine the effectiveness of the *show not tell* technique on learning to write short stories in class XI Vocational School. The method used is one-group pretest-posttest design, which compares the experimental group before being given treatment (pretest) and after being treated (posttest). The research subjects were 33 Chemistry A class XI in Padalarang Vocational High School 4 as many as 33 people. The ability to write short stories is measured by writing tests composing short stories. The average value of pretest = 63.9, posttest average value = 73.7. There is an increase in the average value after treatment of: 73.7 - 63.9 = 9.8. The results of the pretest and posttest were then processed with SPSS, namely the normality test, variance homogeneity, and t test. The normality test obtained the P-Value (sig.) Value of the pretest value of 0.068, the posttest value of 0.072. P-Value (sig.) 5 0.05, meaning that both data are normally distributed. Test for homogeneity of P-Value (sig.) 0.661. Because P-Value (sig.) Is greater than 0.05, Ho is accepted, meaning that the variants of the two groups of values compared are homogeneous. The t-test of the sample is correlated, the value of Sig is obtained. (2 tailed) of 0,000. because t count □ t table = 59.822 □ 2.036 then Ho is rejected and Ha is accepted, meaning that there is an increase between the learning outcomes of writing short stories before and after using the *show not tell* technique.

Keywords: Short Story, Show not tell

PRELIMINARY

In the revised 2013 Curriculum Syllabus in KD Skills, it was stated that students must be able to demonstrate the values of life contained in short stories and be able to construct a short story by observing the elements of the short story builder. In fact, based on observations and interviews with several Indonesian language teachers and pretest value analysis, the learning outcomes of writing short story texts are still low. The average pretest value is 63.9. Sentences written by students tend to be monotonous and seem unattractive, or "dry". This is caused by, among others, 1) lack of mastery of vocabulary, language style, short story structure so that students have difficulty expressing their thoughts and feelings into sentences arranged and organized according to the structure and rules of language of the short story text. 2) Methods or techniques of learning carried out by teachers are less varied.

From these problems, it encouraged researchers to apply the technique of *show not tell* in learning short story texts. The researcher believes that this technique is very suitable, because with the technique of *show not tell*, students will be challenged to find and add vocabulary to describe what is thought and felt in detail and clearly (showing), not just telling. So the storytelling will seem alive or interesting.

The purpose of this research is to determine the effectiveness of the application of the *Show not tell* technique in improving student learning outcomes in learning to write short stories in class XI Vocational High School. The benefit of this research is to develop the ability of Indonesian Language teachers to choose innovative creative learning methods / techniques. While the benefits for students are to train and familiarize students to play the word appropriately. This can encourage students to think, take initiative, and increase creativity.

THEORETICAL BASIS

1) Short stories

According to Nurgiantoro and Burhan (2012, p. 3), short stories are one of the literary works in the form of prose that is imaginary or imaginary. Although they are imaginary, short stories are written through deep appreciation and contemplation of the nature of life and the values of life. (Oktapiana & Lestari, 2018). Short stories termed short short stories, called mini stories. There is also a short story that is in the middle of a short story and is usually published in newspapers, while the short stories that are usually published in magazines are called long short stories. It is termed fiction, narrative text or narrative discourse (Lilis, 2013). Short stories also developed as a miniature novel. These short story writing skills are conveyed to train students in expressing ideas, ideas, feelings, and personal or personal experiences

Short stories can be arranged based on a framework outlined by observing three elements, namely real experience, imagination, and intrinsic elements of the story. The three elements can be obtained through the stages that exist in the synectic model. (Amintaningsih, 2011). Penpen is one of the works of satra which focuses on one character in one situation. (Ministry of Education and Culture, 2017).

2) Weaving *Show not tell*

De Porter and Henarcki (2013, p. 190) state that *show not tell* is a technique to accelerate the development of ideas in the writing process, namely by going from the form of dry sentences to an amazing description. Turning dry sentences into illustrations, so that people not only read and understand, but they will connect and feel. This technique takes the form of "telling sentences" then converts them to "paragraphs that show" Rebecah Caplan in (De Porter, 2013).

Komaidi (in Sulistyo, 34) said that the *show not tell* was developed by Rebekah Caplan. This technique takes the form of "sentences telling" then changing to "paragraphs that show.

Quote opinions from www.tigaserangkai.com. that *show not tell* is one of the writing strategies, which can attract and bind the reader with writing. Showing is abstract and does not involve the reader while telling is concrete and involves the reader. Showing tries to create a picture in the mind of the reader so that the story comes alive, and encourages the reader to participate in processing what the author thinks and feels. While telling only tells.

De Porter and Hernacki (2013, pp. 194-196) said that the writing process was effective through the *show not tell* technique, namely (1) preparation, at this stage grouping and writing fast; (2) rough draft, at this stage the ideas are explored and developed; (3) sharing, at this stage asking a colleague to read the draft and provide feedback; (4) improve, from feedback then correct the writing and share again; (5) editing, correct all language use errors; (6) rewriting, entering new

contents and changing the results of editing; and (7) evaluation, check whether this task has been completed.

METHOD

The research method used is the quasi-experimental method. This experimental method is used to test the *show not tell* technique in learning to write short stories for students of class XI Chemistry A in Padalarang 4 Vocational School, with the research design of One Group Pretest-Postest Design, which compares experimental groups before being treated (pretest) and after treatment (posttest). The design of this study as described (Sugiyono, 2017) can be described as follows:

O_1 X O_2

O_1 = Pretest score
O_2 = Posttest Score
X = Implementation (*show not tell* Technique)
The Impact = $O_2 - O_1$

The research subjects were class XI Chemical Industry A, as many as 33 people and Indonesian language teachers who taught in class XI. Data sources in this study are students and teachers, as well as literature studies. Oral data is obtained from Indonesian teachers. While the written data obtained from the work of students totaling 33 people. The instruments used in this study were teacher activity observation sheets and student activity observation sheets. Data collection techniques were: techniques (1) tests, (2) interviews, and (3) observations. Student work data is then processed using SPSS, namely normality test, variance homogeneity, and T test.

RESULT AND DISCUSSION

Based on the results of the short story writing pretest in Chemistry A class XI 4 Padalarang, before using the *show not tell* technique are as follows: of 33 students only 7 people reached KKM (70), while 26 people had not yet reached KKM. The highest value = 80 (1 person), and the lowest value = 52 (6 people). The frequency table for the value distribution of the pretest writing short stories is as follows:

Table 1
Distribution of Frequency of Initial Test Value

Score	Frequency	$\sum O_1$
52	5	260
56	1	56
60	9	540
64	5	320
68	6	408
72	3	216
76	3	228
80	1	80
Total	33	2108

Calculation with the formula as follows.

$$O_1 = \frac{\sum o1}{N}$$

$$\frac{2108}{33}$$

63,9

Based on the data in the table above, the average value of writing short stories of class XI students at Padalarang 4 Vocational School before being treated by using the *show not tell* technique is 63.9. Then the students are given learning to write short stories using the technique of *show not tell*. And posttest after treatment. From the posttest data it was known, students who reached the KKM score were 20 people, and those who had not yet reached the KKM were 13 people. The highest score is 92 (2 people), the lowest score is 56 (1 person). The frequency table for the distribution of posttest values is as follows:

Table 2
Distribution of Frequency of Final Test Values

Score	Frequency	$\sum O_1$
56	1	56
64	4	256
68	8	544
72	5	360
76	6	456
80	4	320
84	2	168
88	1	88
92	2	184
Total	33	2432

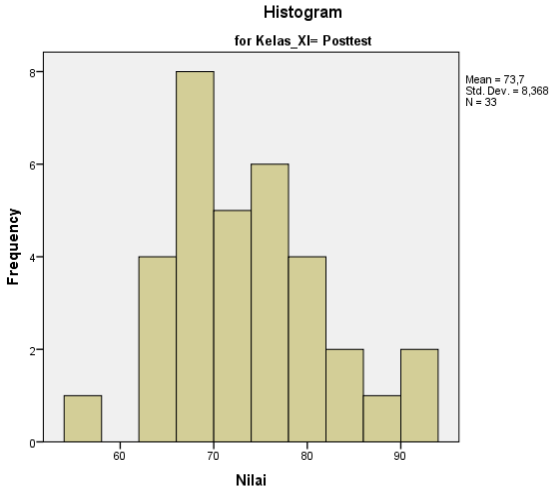
Calculation with the formula as follows.

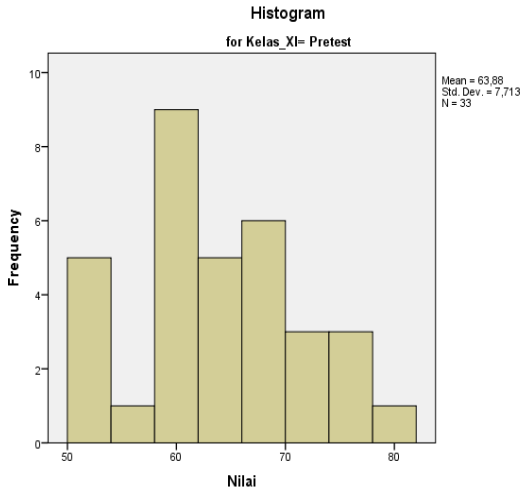
$$O_2 = \frac{\sum o1}{N}$$

$$\frac{2432}{33} = 73{,}7$$

Based on the data in the table above, the average value of short story writing for grade XI students at Padalarang 4 Vocational School after being treated by using the *show not tell* technique is 73.7 Based on the results of data analysis, it can be concluded that there is an increase in results. the average value between the initial test and the final test, namely: The effect of treatment = O2 - O1 = 73.7 - 63.9 = 9.8. The difference in the value of the pretest and posttest can be illustrated by the graph below:

Graph 1
Difference between Pretest and Posttest Values





The two graphs show differences in the results of the short-term pretest and posttest before and after using the *show not tell* technique. Furthermore the results of the pretest and posttest data were processed using IBM SPSS 22 software application, to carry out normality tests, homogeneity tests and t tests.

a. Data Normality Test

The normality test is used to find out whether the sample taken comes from a normal distribution or not. Data normality uses the Kolmogrov-Smirnov type. The testing hypothesis in the normality test is formulated as follows.

H0: Samples come from populations that are normally distributed.

Ha: Samples come from populations that are not normally distributed.

The testing criteria are as follows.

If P-Value ≥ 0.05 then H0 is accepted

If P-Value <0.05 then H0 is rejected

The results of the normality test can be seen in the table below.

Table 3

Normality Test of Initial Test and Final Test Data

Tests of Normality							
XI Grade		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pretest	,147	33	,068	,944	33	,089
	Posttest	,146	33	,072	,954	33	,173
a. Lilliefors Significance Correction							

Based on the results of the normality test output, the pretest significance value was 0.68, and the posttest significance value was 0.72. Because the significance value of pretest and posttest> 0.05, it can be concluded that the data is normally distributed.

b. Homogeneity Variance Test

Because both data are normally distributed, then proceed to the homogeneity test of variance, which is to find out the uniformity of the variance of samples taken from the same population.

The testing criteria are the same as the normality test. The homogeneity test results can be seen in the table below.

Table 4
Homogeneity Variance Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,194	,661	-4,956	64	,000	-9,818	1,981	-13,776	-5,861
	Equal variances not assumed			-4,956	63,578	,000	-9,818	1,981	-13,776	-5,860

Based on the results of the homogeneity test output, a significance value of 0.661 was obtained. Because the significance value is> 0.05, it can be concluded that the data is homogeneous.

c. T test

The t test is used in testing hypotheses to determine whether or not there are significant differences from the two comparable variables. The testing hypothesis in this t test is formulated as follows. H0 There are no differences in the learning outcomes of writing short stories before and after using the *show not tell* technique for Chemistry A grade XI students at Padalarang 4 Vocational School. Ha There are differences in the learning outcomes of writing short stories before and after using the *show not tell* technique for students of class XI Chemistry A in Padalarang 4 Vocational High School.

The testing criteria are as follows.

If the significance value is ≥ 0.05 then H0 is accepted and Ha is rejected.

If the significance value is <0.05 then H0 is rejected and Ha is accepted.

The results of the t test can be seen in the table below.

Table 5
T Test Test
Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Score & XI Grade	66	,527	,000

	Paired Differences					T	df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Score & XI Grade	67,288	9,138	1,125	65,042	69,534	59,822	65	,000

Based on the results of the above output, the Sig value is obtained. (2 tailed) of 0,000. Because the significance value is <0.05, H0 is rejected and Ha is accepted. Thus, it can be concluded that there are differences in the learning outcomes of writing short stories before and after using the *show not tell* technique for class XI students of SMKN 4 Padalarang.

CONCLUSION

Based on the results of the research conducted by the author, it can be concluded that:
1. Technique of *show not tell* effective for learning to write short stories in class XI students of Industrial Chemistry A Padalarang 4 Vocational High School. This is evidenced by the average pretest value of 63.9 and the posttest of 73.7 experiencing an increase in the average value of 9.8. (Effect of treatment = O2 - O1: = 73.7 - 63.9 = 9.8)
2. Based on the results of the normality test results obtained that the P-Value (sig.) Value of the pretest is 0.068 and the posttest value is 0.072. The results of the normality test show P-Value (sig.) 5 0.05, meaning that both data are normally distributed.
3. Based on the results of the homogeneity test results obtained that the results of P-Value (sig.) 0.661. Because P-Value (sig.) Is greater than 0.05, Ho is accepted, which means that the variants of the two groups of values compared are homogeneous.
4. Based on the results of the correlated t-test results obtained that the results of t count and t table are t count □ t table = 59.822 □ 2.036 then Ho is rejected and Ha is accepted, which means there are differences between the learning outcomes of writing short stories before and after applying the show not technique tell class XI students at SMK 4 Padalarang.
5. After all data analysis from the research is thoroughly discussed. Researchers can conclude that students' ability to write short stories using the *show not tell* technique has increased, as evidenced by the differences between the learning outcomes of writing short stories before and after using the *show not tell* technique.
6. The advantages of the *Show not tell* technique are: accelerating the compilation of ideas in writing, because it is assisted by mapping ideas / ideas, grouping words, and sequence of ideas, and training students to think logically, systematically, and structured. In addition students are guided to write and evoke imagination as well as the power of reason. While the weaknesses of this technique require the expertise of the teacher in arousing student imagination and mastery of vocabulary and language style.

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