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Video Streaming for Creative Writing at International Elementary School

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Abstrak

Kajian ini secara umum bertujuan mengatasi masalah pembelajaran bahasa Indonesia dan bahasa Inggris di sekolah dasar internasional terutama pada pokok materi penulisan kreatif. Tujuan khusus dari penelitian ini yaitu membuat *Video Streaming* untuk mengatasi permasalahan semua jenis penulisan kreatif pada kedua bahasa di kelas internasional tersebut. Metode yang digunakan dalam penelitian ini adalah *developmental research*. Hasil yang penelitian yang diperoleh terdiri atas: (a) Tahap pertama berupa naskah video streaming yang diperoleh melalui brainstorming dengan guru, dosen, tim penyelidik dari Universitas Pendidikan Indonesia dan Universiti Sains Malaysia; (b) Tahap kedua finalisasi naskah, pembuatan Video Streaming, membuat WEB dengan melibatkan pakar media, pakar materi penulisan kreatif dan tim penyelidik; (c) Tahap diperolehnya Video Streaming berbasis Website dan diseminasi hasil penyelidikan ke seluruh SD Internasional di Indonesia dan Malaysia. Simpulannya bahwa materi "menulis Kreatif" bahasa Indonesia dan bahasa Inggris untuk sekolah dasar internasional dapat diatasi melalui sajian video streaming berbasis web yang ditandai dengan peningkatan kualitas pembelajaran guru dan kompetensi siswa dalam menulis kreatif.

Kata Kunci: video streaming, menulis kreatif, Sekolah Dasar International.

Abstract

This study aims to address the general problem of language learning, both Indonesian and English in primary schools, especially on the subject of international creative writing. The specific objective of this research is to create a Video Streaming is to overcome the problems of all kinds of creative writing in Indonesian and English is the international class. The method used in this study is developmental research. The results obtained by the study consisted of: (a) The first stage in the form of streaming video script obtained through brainstorming with teachers, pensyarah, a team of investigators from Universitas Pendidikan Indonesia and Universiti Sains Malaysia, (b) The second phase of finalizing the script, making Video Streaming, making WEB involving media experts, expert creative writing materials and a team of investigators, (c) obtaining Stage Video Streaming and Web-based dissemination of the results of investigations to the entire SD International in Indonesia and Malaysia. The conclusion that the material "Creative writing" in Indonesian and English for international primary schools can be addressed through the web-based streaming video presentations are characterized by an increase in the quality and competence of teachers teaching students in creative writing.

Keywords: video streaming, creative writing in international elementary

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Introduction

Nowadays, the existence of International School Level (ISL In Indonesia as SBI) is as a respond from the citizen awareness that the importance of school quality to prepare young generation who has excellent attitude, smart, independent, creative, innovative and democratic in line with the social change acceleration as a part of global era. This phenomenon should be used as capital and a moment to show the best performance of all stakeholders (relevance sites) to arrange International School at the outstanding level in order to give some contributions to Indonesian development. Optimistic attitude and high responsibility performance are needed to in managing school which is as a complicated institution even the most complex in the existing social institution. This complexities, is not only from varieties of input, but also in the learning process itself. (Hartati, 2008).

One of the main factors in learning process is teachers. It is not wrong if someone says that education for improving the quality of Indonesian human resources cannot be done when their teachers unqualified, unprofessional (Ornstein, A.C. and Lovine, D.U. 1984). This reason is very powerful because teachers has duty as a teacher, a supervisor, , a director, a trainer, and an accessor of students (Indonesian Law No.14/2005; Chapter I Article 1 Point 1).

In improving teacher professionalism, Basic Education Study Program (PGSD FIP UPI) has done informal partnership with Pusat Pengajian Ilmu Pendidikan (School of Educational Studies) University Sains Malaysia in the form of seminar, workshop, publication, writing journal and collaborative research. Formal agreement between Basic Education Study Program, Faculty of Education (PGSD FIP UPI) and School of Educational Studies (PPIP-USM) was signed on January 25th 2009 at UPI Bandung, and on June 16th 2009 the agreement was developed as Partnership between both Universities by signing the MOU at Universiti Sains Malaysia (USM), Penang Malaysia (Hartati, 2003).

In general, this research is proposed to improve teacher professionalism at International Elementary School. Specifically, it is focus on:

- a. Improving international elementary school teacher in English Language.
- b. Improving international elementary school teacher in solving learning problem on creative writing in Indonesian and English Subjects.
- c. Making Video Streaming Learning Model to solve creative writing problems.
- d. Making Learning Model through WEB based.
- e. Disseminating Video Streaming Learning Model to International Elementary School and Public Elementary School.

Development Stages of Streaming Web with Expert Collaborative Collaborative Developing Source

This research has high demanding to do in improving basic education quality, especially elementary school and Basic Education Study Program as an institution to prepare elementary teacher throughout Indonesia. The urgency of this collaborative research can be seen as follows:

- a. Improving capability of researchers from Basic Education Study Program (PGSD UPI).
- b. Giving collaborative research experience for both universities research members.
- c. Giving collaborative research experience in international level.
- d. Giving guarantee of originality and big opportunity to publish the result of the research in international journal.
- e. Giving contribution to improve learning result in International Elementary School.
- f. Giving contribution to improve learning result in Public Elementary School.
- g. Giving contribution to students' teacher for elementary school to see learning problems and how to solve them at elementary school, in Indonesian and in English Subject Matters.
- h. Using facilities from Indonesia (UPI) and Malaysia (USM). Universiti Sains Malaysia has experience, experts and multimedia technology that really support elementary school quality improvement.
- i. Forming Reforming Model for teachers at International Elementary School.
- j. Organizing students exchange for apprentice program or teaching training in both countries (UPI and USM).
- k. Building Center of Basic Education that representative and in international level.

Research Methodology

The research applied development research approach, which generally consist of three steps; Step I: Script Writing, Step II: The Making of Video Streaming and the WEB, Step III: Video

Streaming and WEB Tryouts as well as research dissemination. Figure 1 is the scheme of the entire research activities:

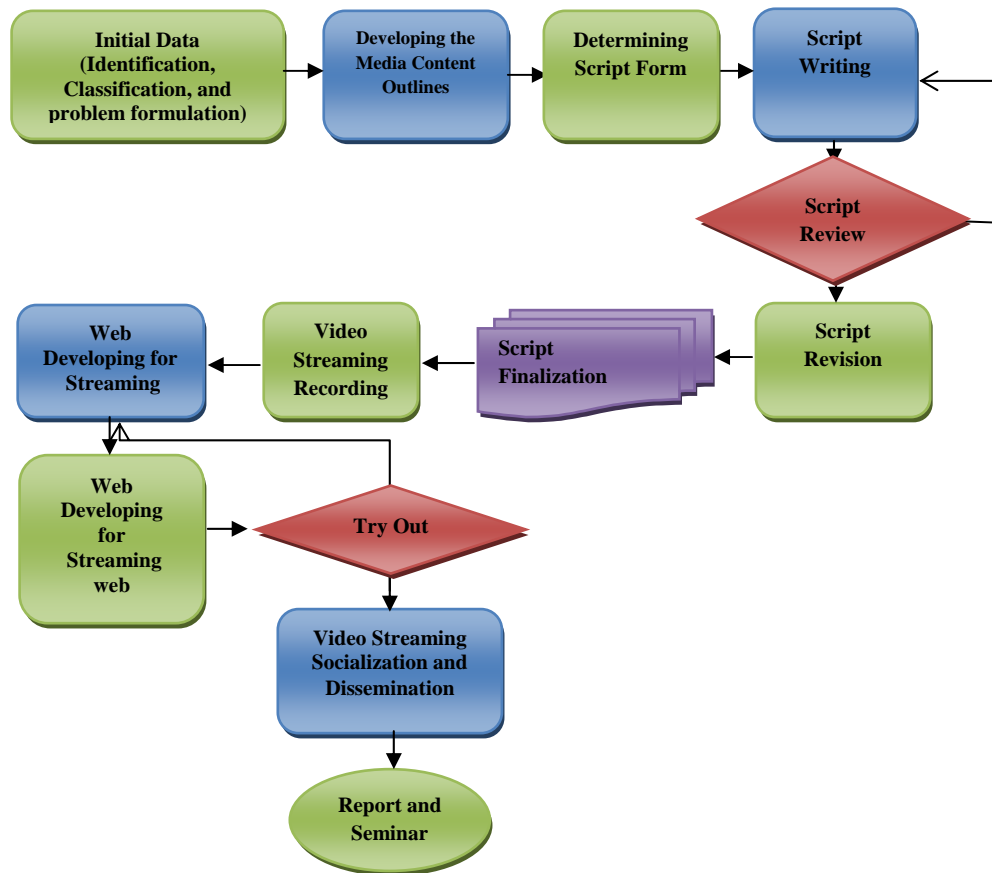


Figure 1. Flow Chart of the Whole Reasearch, (Adopted from Borg, W.R & Gall, M.D.1999)

Develop Materials About Creative Writing For Web Streaming

The process of writing refers to what children do, which Graves describes as having five stages- 1) prewrite, 2) draft, 3) revise, 4) edit, and 5) publish. (Cox, 1999: 307). It is not necessarily in a fixed order for individual writers in specific situation. (Graves, *ibid*). Writing is recursive process. Writers, do not always do thing in the same order. They may change the topic of a piece in the middle of writing it, rather than definitely deciding it at the beginning. They may think of an ending firsts and then beginning and a middle. Or they may change ideas as they revise, in no particular order (*ibid*: 308). You may not know what you are going to write until you write it. Thus, as you write writing becomes a way of knowing. (*ibid*: 309).

From the data in the field, it showed that the students faced difficulties not only in expressing their ideas, choosing a theme, developing a theme, choosing dictions but also in making scenario in creative writing process. Students' attitude also influence their writing process, they were shy, lazy and afraid to make mistakes. Meanwhile the teachers faced difficulty in developing learning material, choosing appropriate methods and media to be used in teaching creative writing process.

Cox (1999: 309) supports that writing is a messy process too. Students mark and scribble, gesture and talk and act out, draw and write and rewrite, crumple paper and make a hole in it as they erase and break pencil points, and then write some more as revise. All these activities are parts of discovering what they know about the worlds and communicating it to others.. So, even though they are shy, children as attempting to interpret the world by hypothesizing, taking chances, and testing new experiences.

Final Production of Result of Developing Streaming Web

In this study, in addition to learning content is also prepared detailed web streaming later development is done by: (a) video streaming Web video stream using a CMS called clip bucket; (b) of this Web server is hosted at Indonesia University of Education (UPI) and functioned as support for server video streaming, therefore the video streaming application using the help of a third-party source that <http://www.youtube.com> the video up loader, so just who is in the embed code input into this website. Here's how to upload course materials in English on the website pages, namely:

1. Log in with your username registered



Figure 2. Log in with your username registered

2. Once logged in will appear a few menus are available and can be accessed for me upload videos uploaded choose a crate in Figure 3.



Figure 3. Menus after login

3. Next will come the form that must be filled to provide the identity of the video to be uploaded. There are two steps, namely: (1) The first step is to provide the identity and the second step is to choose the upload method, (2) step 2 is to select the upload method, factor in because the web server earlier and use a third-party source, then select the method to embed entry code to embed code from a third party source and (3) to take embed code please visit the website <http://www.youtube.com> and then select the video to be taken and then copy and paste the embed code in the space provided earlier.

Things to note the decision on the you tube embed code is by checking the option "use old embed code" for streaming on the web hosting UPI only support older versions you tube embed code. (Deni Darmawan, 2011).

Conclusion

The result of the Step one (First Year), some problems are identified in creative writing process in International Elementary School, not only in Indonesian but also in English. They are as follows:

- a. The problems in writing a poetry: difficult in deciding the theme, difficult in choosing the title, difficult in choosing the diction, difficult in writing sentences, difficult in deciding the number of the verse, feeling shy and being afraid to make a mistake.
- b. The problems in writing a prose: difficult in choosing the title, difficult in developing the character, difficult in developing the background, difficult in developing the scenario (in the beginning, in the middle, and at the end of the story), difficult in introducing new vocabularies, difficult in arranging the paragraph, difficult in reviewing the story.
- c. The problems in writing a drama: difficult in developing the dialogue, difficult in deciding the characters, difficult in developing the characters, difficult in understanding the story and difficult in imagining the movement.

Based on the problems above, we have made 18 video streaming scripts that consists of 9 scripts in Indonesian (prose, poetry and drama), and 9 scripts in English for each classes of class IV, V and VI of elementary school.

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The example of the video streaming script is as follows:

**NASKAH VIDEO STREAMING B.INGGRIS KELAS VI SD
GARIS BESAR ISI MEDIA**

Mata Pelajaran : Bahasa Inggris/SD Kelas 6 (Tinggi Kelas)
 Judul : Effective and fun learning through story
 Program Kasus : 1. Kesulitan memperkenalkan kosakata baru tanpa menerjemahkan
 2. Kesulitan membawakan cerita yang interaktif dan mudah dipahami oleh siswa
 3. Kesulitan mengetahui kemampuan siswa dalam memahami isi cerita
 Fokus : Teknik-teknik pembelajaran Bahasa Inggris untuk *story*
 Penulis Naskah : Nia Nafisah, M.Pd.
 Penelaah Media : Dr. Deni Darmawan, M.Si.
 Prof. Dr. Shuki Osman.
 Penelaah Materi : Dra. Effy Mulyasari, M.Pd.
 Prof. Abdul Rashid Mohamed, Ph.D.
 Kompetensi Umum : Mengembangkan teknik-teknik pembelajaran melalui stories (*pre-telling, whilst-telling* dan *post-telling*)
 Sinopsis :
Stories adalah salah satu sumber belajar yang dapat digunakan untuk pembelajaran Bahasa Inggris. *Stories* adalah cerita yang memiliki plot cerita serta ungkapan-ungkapan yang dituliskan secara berulang. Guru dan siswa mengeksplorasi kosa kata yang terdapat di dalam *stories*. Dengan demikian siswa dapat mempelajari kosa kata baru, dan guru pun dengan mudah memperkenalkan kosa kata baru.

No.	Kompetensi	Subjudul	Kasus	Uraian Materi/ Penyelesaian Masalah	Pustaka
1.	Mengembangkan teknik pembelajaran melalui story	Teknik-teknik memperkenalkan kosakata baru tanpa menerjemahkan	Kesulitan memperkenalkan kosakata baru tanpa menerjemahkan	- Menunjukkan gambar, buku cover cerita - Mendemonstrasikan tindakan - Permainan menebak gambar/puzzle - Menebak alur cerita dengan cara menyusun gambar acak	Paul, David. 2006. <i>How to Teach English to Children in Asia</i> ; Wright, 2003
2.		Teknik-teknik membawakan cerita yang interaktif	Kesulitan melibatkan siswa untuk memahami isi cerita	- Menunjukkan sikap antusias terhadap cerita yang akan dibawakan - Memberitahukan inti cerita dengan menyebutkan karakter utama - Memberi pertanyaan yang menumbuhkan rasa penasaran siswa pada kelanjutan cerita - Membaca cerita dengan penuh penghayatan - Memberikan pertanyaan pada siswa untuk memastikan siswa mengikuti jalan cerita	
3.		Teknik mengetahui kemampuan siswa dalam memahami isi cerita	- Kesulitan membantu siswa melafalkan kosakata yang sulit dicerna - Kesulitan mereview isi cerita	- Meminta siswa mengulang kalimat-kalimat kunci dalam cerita - Meminta siswa melakukan gerakan yang disebut cerita	

NASKAH VIDEO STREAMING I

Jenjang : Sekolah Dasar Kelas 6 (Kelas Tinggi)
 Bidang Studi : Bahasa Inggris
 KASUS : How to Introduce Difficult Words?

No.	VISUAL	NARASI	DURASI	KETERANGAN
1.	BLANK CLIP MUSIC ON MAIN TITLE "KASUS" EX. "HOW TO INTRODUCE DIFFICULT WORDS?"		10''	
2.	MONTAGE SHOOT: CUPLIKAN ADEGAN ANAK SD DI KELAS YANG SULIT MENGENALI KOSAKATA BARU (UMUR 12 TAHUN, KELAS 6, BERSERAGAM MERAH-PUTIH). JENIS KESULITAN: - TIDAK MENGENAL KOSA KATA BARU - MEMBACA TIDAK LANCAR/TERBATA-BATA - GAGAP - TIDAK DAPAT MENGENALI ARTI DARI KOSA KATA BARU		10''	
3.	INT. SEKOLAH KELAS 6 SD CAST: GURU DAN SISWA SATU KELAS Guru menunjukkan puppet gadis kecil Guru menulis 'Goldilocks' di papan tulis Guru menunjukkan gambar 'Goldilocks' (bergambar gadis kecil dan tiga beruang dengan latar rumah di hutan)	MUSIC ON DIALOG GURU KEPADA SISWA: "Students, look at here. We've got a new friend here." Guru: "Her name is Goldilocks. Say hi to Goldilocks." Siswa(bersama-sama): "Hiiii..." Guru: "Today we are going to read a story. Do you like stories?" Siswa: "Yes..." Guru: "Look at this picture. Can you see it? What pictures can you see here?" Siswa: "Goldilocks bu.." "Beruang bu.." "Rumah bu..." Guru:	10'	Gambar dan cerita dari http://learningenglishkids.britishcouncil.org

Guru menunjuk gambar gadis kecil yang sama dengan puppet	"Look at this little girl. Do you think she's Goldilocks?"
	Siswa: "Yes.."
	Guru: "Look at her hair? What colour is her hair? Is it brown? Black or golden?"
	Siswa: "Brown..." "Golden..."
	Guru: "Yes, her hair is golden. Say it. Golden."
	Siswa: " Golden. "
	Guru: " Golden hair. "
	Siswa: "Golden hair."
Guru menunjuk gambar beruang (Daddy Bear, Mummy Bear dan Baby Bear)	Guru: "And how about the bears. How many bears are there?"
	Siswa: "Three..."
	Guru: "Very good. There are three bears."
	Guru: "Now, look at the book. The title is Goldilocks and the Three Bears. What is the title of the book?"
Guru menunjuk judul buku	Siswa: "Goldilocks and the Three Bears."
Guru menunjukkan gambar Goldilocks sedang makan bubur.	Guru: "Before we read the story, I have some pictures here. Look, what do you see?"
	Siswa: "Lagi makan bu.."
	Guru: "Yes, Goldilocks's eating porridge. Say it, porridge. "
	Siswa: "Porridge."
Guru menunjukkan gambar Goldilocks duduk di kursi yang mengakibatkan kursi itu patah.	Guru: "Porridge itu bubur ya, look, like this. Next picture..."

	Siswa: "Goldilocks lagi duduk" "Kursinya rusak..."		
	Guru: "Yes, this is Goldilocks and this is broken chair. Repeat after me, broken chair."		
Guru menunjukkan gambar Goldilocks sedang tidur.	Siswa: "Broken chair." Guru: "The last picture..."		
Guru mengajak siswa menebak alur cerita	Siswa: "Sleeping..." Guru: "Yes, Goldilocks is sleeping. Ok, now, can you guess which picture come first? Who wants to try to come forward?"		
	seorang siswa perempuan maju ke depan dan menyusun gambar		
Caption PENYEBAB KESULITAN MENGENALI KATA-KATA BARU	MUSIC OUT		
- Anak tidak fokus - Suasana kelas tidak kondusif - Tidak ada media yang cukup mempermudah pemahaman siswa. - Kurangnya konteks dalam pembelajaran.			
4. BLANK CAPTION HOW TO SOLVE THE PROBLEM?	MUSIC ON		10"
CUT TO 5. INT. SD KELAS IV BRIDGING ADEGAN ANAK TIDAK MERESPON PERINTAH			3'
Guru mendekati siswa yang mengalami kesulitan mengenali kata baru dan menunjukkan gambar	Guru: "Oke, Rio. Look at this picture, does Goldilocks have black hair?" Siswa (Rio) "No" Guru: "Good. So what do you think, is it brown or golden?" Siswa (Rio) "Golden"		

Guru:
“What happened to this chair,
Hana? Is the chair good or
broken?”

Siswa (Hana):
“Broken”

Guru:
“Good, Hana. It’s broken. Can
you say once again: **It’s
broken.**”

Hana:
“It’s broken”

6. Closing title

10”

NASKAH VIDEO STREAMING II

Jenjang : Sekolah Dasar Kelas 6 (Kelas Tinggi)
 Bidang Studi : Bahasa Inggris
 KASUS : How to Tell Story Interactively?

No.	VISUAL	NARASI	DURASI	KETERANGAN
1.	BLANK CLIP MUSIC ON MAIN TITLE "KASUS" EX. "HOW TO TELL STORY INTERACTIVELY?"		10''	
2.	MONTAGE SHOOT: CUPLIKAN ADEGAN ANAK SD DI KELAS MEMAHAMI ISI CERITA (UMUR 12 TAHUN, KELAS 6, BERSERAGAM MERAH-PUTIH). JENIS KESULITAN: - TIDAK MENGENAL KOSA KATA BARU - TIDAK DAPAT MENGIKUTI JALANNYA CERITA - TIDAK DAPAT MENYEBUTKAN KARAKTER YANG ADA DALAM CERITA - TIDAK DAPAT MENYEBUTKAN INTI CERITA		10''	
3.	INT. SEKOLAH KELAS 6 SD CAST. GURU DAN SISWA SATU KELAS Guru sedang membawakan cerita berjudul "Goldilocks and the Three Bears"	MUSIC ON DIALOG GURU KEPADA SISWA: "Students, today we are going to read a story. The title is Goldilocks and the Three Bears. Have you ever heard this story?" Sebagian siswa kelas: "Yes..." Sebagian lainnya: "No.." Guru: "Some of you may have heard it. But let's read together, shall we? <i>Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the house.</i> " "Wow, look, it's a big house. Can you guess whose house is it? Can you help Goldilocks knock the	10'	

	door? Say, knock, knock!”
	Siswa: “Knock.. knock..”
	Guru: “Do you think Goldilocks will come in?”
	Siswa sebagian kelas: “Yes...”
	Siswa sebagian lainnya: “No..”
Guru melakukan gerakan yang menunjukkan dia sedang makan makanan yang sangat panas, sangat dingin dan yang sedang hangatnya.	Guru: “Let’s see.. <i>She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.</i> ”
	“Do you see the bowl? There are big bowls, and small bowl. What is on the bowl? Is it soup? Meatball or what? It is porridge. Say, porridge.”
Guru memberi pertanyaan yang menumbuhkan rasa penasaran siswa pada kelanjutan cerita	Siswa sekelas: “Porridge.”
	Guru: “Do you think she will eat the porridge? Let’s look at the next page. “ <i>This porridge is too hot!</i> ” “ <i>This porridge is too cold!</i> ” “ <i>This porridge is just right!</i> ” <i>Goldilocks ate all the porridge.</i> ”
Guru memeragakan ungkapan baru dengan duduk di kursi tanpa bantal kursi (too hard), duduk diatas kursi yang beralaskan dua bantal kursi (too soft) dan yang beralaskan satu bantal kursi (just right) Guru meminta siswa memeragakan ungkapan-ungkapan yang diajarkan	Guru: “Look! Goldilocks ate the porridge. I think the owner will get angry.. Do you think so? <i>Goldilocks was tired now. Can you think what will she do now?</i> ”
	Siswa: “Tidur bu...”
	Guru: “Are you sure? Do you want to know? <i>She went upstairs.</i> “ <i>This bed is too hard!</i> ” “ <i>This bed is too soft!</i> ” “ <i>This bed is just right!</i> ” Look, this is too hard.. Follow me..”
Guru memberi pertanyaan yang menumbuhkan rasa penasaran siswa pada kelanjutan cerita	Siswa sekelas: “This is too hard”
Guru meminta siswa berpartisipasi dalam melanjutkan cerita	*siswa menirukan gerakan dari kata too soft dan just right*

Goldilocks went to bed. She slept. The owner of the house must be very angry to Goldilocks, right? Do you think the owner will come home now? Who is the owner of the house?"

Siswa Bima:

"Penjahat.."

Siswa Rio:

"Orang baik.."

Siswa Hana:

"Beruang.."

Guru:

"Are you sure? Do you want to know the next story? Can anyone of you help me to open the page?"

Siswa Adela maju ke depan dan membuka halaman selanjutnya.

"Soon, the bears came home.

"Someone's been eating my porridge!" said Daddy Bear.

"Someone's been eating my porridge!" said Mummy Bear.

"Someone's been eating my porridge –and it's all gone!" said Baby Bear."

Guru:

"Oh look! The owner of the house is the bears! Goldilocks must be scared."

Caption

PENYEBAB KESULITAN MENGIKUTI CERITA:

- Guru membawakan cerita tanpa interaksi
- Siswa tidak diberi tugas yang hanya dapat diselesaikan jika siswa mendengarkan cerita.
- Ilustrasi cerita yang kurang menarik

"Someone's been sleeping on my bed!" said Daddy Bear.

"Someone's been sleeping on my bed!" said Mummy Bear.

"Someone's been sleeping on my bed –and she's still there!" said Baby Bear.

"Goldilocks woke up and saw the three bears.

"Help!"

She ran downstairs and into forest. She never came back again."

Guru:

Do you like the story? Do you want to listen to the story again?

MUSIC OUT

- | | | | |
|----|---|----------|------|
| 4. | BLANK CAPTION
"HOW TO SOLVE THIS
PROBLEM?"
CUT TO | MUSIC ON | 10'' |
| 5. | INT. SD KELAS IV
BRIDGING ADEGAN
ANAK TIDAK ANTUSIAS
MENGIKUTI CERITA. | | 2' |

Guru mendekati anak yang tidak antusias mengikuti cerita, lalu mengajaknya menirukan adegan yang ada dalam cerita

Guru:
“Bima, when I say the dialogue you have to act it out, ok?
This porridge is too hot!”

Siswa (Bima):
mengipas-ngipaskan tangan di depan mukanya

Guru:
“Well done, now say the dialogue and act out.”

Siswa (Bima):
“This porridge is too hot” (sambil melakukan gerakan)

6. Closing title

10”
