Short Story Text Writing Learning by Creative-Productive Model based on Verbal Creativity of Eleventh Graders of VHS

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Article Info

Abstract

Short story writing skill is needed by students to produce a short story based on their creative imagination. Suitable learning is done by using a creative, productive model based on students' verbal creativities. This research aims to find out the effectiveness of short story writing skill by using a creative-productive model based on eleventh graders of VHS verbal creativities. This quasi-experimental research used the instrument of collecting data such as a test of short story writing, verbal creativity test, behavioral observation, photographs, and interview. Normality tests used Kolmogorov-Smirnov. Homogeneity test used Levense test. Hypothesis test used paired sample t-test. Final data analysis used a t-test to find out the comparison of the learning effectiveness based on verbal creativities. The findings showed an average score of high verbal creativity students was 87.40, moderate 81.05, and the lowest average of 76.6. It proved the learning was effective to be implemented for high verbal creativity students. This research contributes to enrich research development dealing with the educational field and to enrich knowledge in learning writing short story at schools.

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INTRODUCTION

Learning short story writing trains students to express notions in the form of written form. Short story writing skill needs creativity to make better writing. In a research titled *Effect of Guided Journal Writing on Student Story Understanding* (Wong, Kuperis, Jamieson, Keller, and Cull-Hewitt, 2002) stated that writing story could improve students' creativities and imaginations. Wong argued that by writing a journal about a short story could help in improving students' understanding of learning literature.

It is in line with opinions that short story is fiction work or "something constructed, found, and created" (Nuryatin, 2010). Therefore, teachers should choose a learning model to improve short story writing.

Through this learning model, it could trigger the reasoning pattern of students. The teacher should be able to choose the appropriate model to the materials and students' characteristics. Specifically, the term-model is defined as a conceptual framework used as guidance in doing activities. It is in line to Joyce, Weil, and Calhoun (2011) telling that model is a plan or pattern used as guidance in planning learning in the classroom or tutorial and to find appropriate learning instruments. It is in line with Susilo, Zulaeha, and Subyantoro (2016) telling that learning model is a conceptual framework which draws systematic procedure in organizing learning experience to achieve certain learning purposes. Short story writing text needs a learning model which can provide an opportunity for students to think creatively. This model is called creative-productive model. A learning model which involves students to be active and creative in the learning process. Besides that, this model facilitates students to use their owned knowledge to respond to certain problems.

The model provides an opportunity for students to produce something creative as a re-creation of their understanding reflection toward certain discussed topics or problems. Wena (2014) stated that the model was directly influenced by creativity and productivity, which are essential in solving problems.

This developed model refers to various learning approaches which are assumed to be capable of improving teaching-learning process quality. Furthermore, through this model, students get meaningful learning experience to motivate themselves in doing various activities, so they feel happy to finish their tasks creatively.

Learning model used to teach short story writing must stimulate interest and will of students. Students must be active in learning. One of them can be done by developing their abilities in thinking creative during learning short story writing ability by implementing creative-productive model.

Improving students' writing skill is not only depended on model selection. The teacher should consider his students' verbal creativities since it deals with fluency, flexibility, and originality of verbal forms (Torrance in Munandar, 1999). Verbal creativity is also the ability to see different idea relationship and to combine those ideas into new association (Mednick, and Mednick in Sinolungan, 2001).

Based on the explanation, effective short story writing by using the creative-productive model for eleventh graders of Multimedia department of VHS based on verbal creativity needs to be found out and proved so educators could select appropriate learning model to succeed short story writing learning.

This research aims to explain the effectiveness of short story writing by using a creative-productive model based on verbal creativity of the students. This research is expected to enrich the development of educational research and knowledge of writing short story text at education institutions.

METHODS

The design of this research is *pretest-posttest* consisting of the experimental group taught by the model based on verbal creativity of the students without a control group. The population was short story text writing skill of eleventh graders of VHS Pati Regency.

The sampling technique used *purposive sampling* due to specific consideration such as

criteria of the sample, which had to be school accredited A, the students had to have heterogeneous skills, and the students got complete facilities. The sample was eleventh graders of Multimedia 1 class of Pati 2 Public VHS. The independent variable was a creative-productive model. The dependent variable was short story writing while verbal creativity as a moderating variable.

The instruments were short story skill writing test instrument and non-test instruments: observation and photo documentation guidelines. Techniques of collecting data were test and non-test.

Instrument data analysis techniques were validity and reliability tests. The tests used *Product Moment* and *Alpha Cronbach.* Meanwhile, to test the sample used normality and homogeneity tests aided by SPSS 25.

The final data analysis used the t-test. The test consisted of *one sample t-test* and *one-way* tests. *One sample t-test* was used to find out the effectiveness of learning based on minimum passing grade 75. Besides that, the *one-way* test was used to compare effectiveness of learning short story writing based on verbal creativity of the students.

RESULTS AND DISCUSSION

Effectiveness of learning short story writing by using the model could be seen from the applications of the model elements during learning and learning achievements of the students. The creative-productive model covers principle implementations, syntagmatic, reaction system, and supportive impacts of the creative-productive model.

Learning short story writing by using the model was supported by the analysis of verbal creativity of the students. It was done to let the teacher designing learning strategy so the students could more enjoy and understand the learning-based verbal creativity of them. Verbal creativity of the students can be seen in table 1.

Table 1. Verbal Creativity of Creative-Productive Class

Verbal creativity	Numbers
High	5
Moderate	17
Poor	5
Total	27

Table 1 shows the class consisted of 27 students. Five of them have high verbal creativity, 17 moderate level, and five poor levels. Therefore, the tendency of verbal creativity of the class is moderate. The initial test of short story writing can be seen in table 2.

Table 2. Initial Test Result of Creative – Productive Class

Category	Interval	Frequency	Total score	Percentage	Lowest score	Highest score	Average
Very good	85-100	0	0	0			
Good	69-84	11	807	40.74	60	78	67.88
Sufficient	53-68	16	1026	59.26			
Poor	0-52	0	0	0			
Total		27	1833	100			Sufficient

Based on table 2, 11 students are in 69-84. They were included in a good category. Besides that, there are 16 students in 53-68. They were included in the insufficient category. However, there was no student categorized both in 0-51 and 85-100. The table also shows the lowest and highest scores of the students. The lowest score was 60, meanwhile the highest 78. The average of the initial test of the creative-productive class was 67.88. The score was included as sufficient. Therefore, the score was 67.88 < 75. Based on the

comparison, it is concluded that the initial test score had not achieved the minimum passing grade. Meanwhile, the final score can be seen in table 3.

Table 3 shows seven students are in 85-100, categorized very well. Twenty students are in 69-84, categorized good. There is no student categorized in 0-52 and 53-68. The table also shows the lowest and highest scores achieved by the students. The lowest score was 73, while the

highest 88. The final test average score of the class was 81.40, meaning that the score 81.40 > 75.

Table 3. Final Test Result of Creative-Productive Class

Category	Interval	Frequency	Total score	Percentage	Lowest score	Highest score	Average
Very good	85-100	7	613	25.93			
Good	69-84	20	1585	74.07	73	88	81.40
Sufficient	53-68	0	0	0			
Poor	0-52	0	0	0			
Total		27	2198	100			Good

The score had passed the minimum passing grade. The final test score based on verbal creativity can be seen in table 4.

Table 4. Final Test Result of Creative-Productive Class

Verbal creativity	N	Mean	Std. deviation	Std. error mean
High	5	87.40	0.894	0.400
Moderate	17	81.05	3.490	0.846
Poor	5	76.70	2.701	1.208

Table 4 shows the score of high verbal creativity of the students was 88 while the lowest 86. The score of moderate verbal creativity student score was 88, while the lowest 75. The poor verbal creativity student score was 80 and the lowest 73.

The average scores of high verbal creativity student were 87.40, moderate 81.50, and poor 76.6. Before testing the hypothesis, the requirement test was initially done. It consisted of normality and homogeneity tests.

Table 5. Results of Initial Normality Test and Final Creative-Productive Class Test

	Kolmogorov-Smirnov[a]			Shapiro-wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Initial test	.116	27	.200	.933	27	.082
Final test	.116	27	.200	.937	27	.104

Based on table 5, Kolmogorov-Smirnov on the initial test of creative-productive class, it shows sig score 0.2 > 0.05, and sig score of final test is 0.2 > 0.05. It is concluded that the initial and final test data had a normal distribution. The homogeneity test can be seen in table 6.

Table 6. Result of Creative-Productive Homogeneity Test

Levene statistic	df_1	df_2	Sig.
1.628	2	24	.217

Based on table 6 the class has a sig score of $0.217 > 0.05$. It means the data was homogeneous. After doing the requirement test, hypothesis test was conducted.

The test used a *one-way* test to find out the effectiveness of the learning by using the model based on verbal creativity of the students. The test can be seen in table 7.

Table 7. ANOVA Test Result

	Sum of squares	df	Mean square	F	Sig.
Between groups	297.177	2	148.589	15.686	.000
Within groups	227.341	24	9.473		
Total	524.519	26			

It can be seen on sig column showing 0.000 lesser than 0.05. Thus, H_0 is denied. It means there were no differences in learning achievement score of creative-productive class among high, moderate, and poor verbal creativity students.

Since there were significant differences among verbal creativity, then extended LSD test could be conducted.

Comparison of poor and moderate verbal creativities have sig score = 0.001 < 0.05. Then, there was a significant difference in learning achievement average of the levels. Comparison of poor and high verbal creativities have sig score = 0.00 < 0.05. There was a significant difference between the levels.

Table 7. Result of Extended LSD Test Multiple Comparisons

(I) KV	(J) KV	Mean difference (I-J)	Std. error	Sig.	95% Confidence Interval	
					Lower bound	Upper bound
Poor	Moderate	-5.20000*	1.37299	.001	-8.0337	-2.3663
	High	-15.20000*	1.70685	.000	-18.7228	-11.6772
Moderate	Poor	5.20000*	1.37299	.001	2.3663	8.0337
	High	-10.00000*	1.37299	.000	-12.8337	-7.1663
High	Low	15.20000*	1.70685	.000	11.6772	18.7228
	Moderate	10.00000*	1.37299	.000	7.1663	12.8337

Comparison of high and moderate verbal creativities have sig score = 0.000 < 0.05, meaning there was a significant difference in learning achievements for both levels. To conclude which one was better, it can be seen in these descriptions.

Table 8. Descriptive Test Results

	N	Mean	Std. deviation	Std. error	95% Confidence interval for mean		Min	Max
					Lower bound	Upper bound		
KV poor	5	76.6000	2.70185	1.20830	73.2452	79.9548	73	80
KV moderate	17	81.0588	3.49053	.84658	79.2642	82.8535	75	88
KV high	5	87.4000	.89443	.40000	86.2894	88.5106	86	88
Total	27	81.4074	4.49152	.86439	79.6306	83.1842	73	88

Based on *post hoc* test, it can be concluded that: (1) Poor and moderate verbal creativities had significant differences based on the descriptive table. It means moderate level was better, (2) Poor and high verbal creativities had significant differences based on descriptive table. It means high level was better, (3) High and moderate creativities had significant differences based on descriptive table. It means high level was better.

It is concluded that short story writing by using creative-productive model was effective to be implemented in high verbal creativity students.

The effectiveness of learning short story writing is closely related to the model used Widyastuti (2012); Pujianto, Nuryatin, and Subyantoro (2015); Kusnida, Mulyani, and Su'udi (2015); Rahman, and Zulaeha (2015); Sa'adah, and Doyin (2019). Verbal creativity and writing correlation had been investigated by Ghufron, Nurdianingsih, Fitrianingsih, Rahmawati, Matin, and Isnaini (2019); Susilo, Zulaeha, and Subyantoro (2016). It was known there was a correlation between verbal creativity and writing of students.

Creative-productive model and literature correlation had ever been investigated by Sunaryo (2015). It was found that the model on learning literature could improve the ability to read the poetry of Malang JHS students. The relevance of Sunaryo to this research deals with creative-productive model implementation. However, there were differences, such as the focus and design of the research. Sunaryo investigated poetry learning while this research investigated effectiveness short story text writing learning (Oya, and Budiningsih, 2014; Mubaroq, and Subyantoro, 2017).

Pujiastuti (2015) stated that implementation of the creative-productive model could improve students' activeness and creative thinking ability. It is in line with the instructional impacts of the creative-productive models such as effective process and group management to improve activeness and critical thinking ability of students.

Agustin, and Zulaeha (2012) stated that the creative, productive model was effective to use in appreciating the short story and creative writing of students with both high and low interest to literature works. Muktadir (2014) stated that creative- productive model was effective to improve Indonesian language learning.

It is also in line with Oya, and Budiningsih (2014) stated that the model could improve motivation and learning achievement. Patimah, Sudaryono, and Rachmawati (2012) titled *Pengaruh Penerapan Model Kreatif Produktif dan Kreativitas Belajar terhadap Keterampilan Menulis*

Puisi also stated that creative-productive model was effective in poetry writing learning.

This research is also relevant to Supriatnoko, and Mustofa (2016). Their findings showed creative-productive model could improve students' ability to understand and implement grammar to spoken and written communications. Similar findings were found by the researcher in communicating orally and improved written activity.

This finding is also relevant to Susilo, Zulaeha, and Subyantoro (2016) showing that there was a correlation between verbal creativity to writing books. This research is expected to facilitate solving problems dealing with educator's effort to improve short story text writing. This research provides a new spirit for both educators at school to promote researches dealing with improving students' learning achievement. This research can be referred for further researchers to conduct extended research dealing with improving students' learning achievements by using various model and media in the learning process.

CONCLUSION

The implementation of the model based on verbal creativity of the students was effective. It was based on average score differences between before and after the intervention. Before the intervention, the average score of short story text writing aspect was on poor level 61.8. Meanwhile, after intervention, the score was 76.60. Students with moderate verbal creativity gained 67.00 while after being intervened, they gained 81.05. Students with high verbal creativity gained average score 77.0 while after being intervened they gained 87.40. Thus, short story text writing by using creative-productive model was effective for high verbal creativity students.

It is suggested for further researchers to investigate the use of learning style variable by using another learning model in learning short story writing.

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