



THE IMPLEMENTATION OF INTEGRATIVE MODEL OF TEXT-BASED FOLKTALE WRITING LEARNING TO IMPROVE CREATIVE AND INDEPENDENT VIRTUES OF JUNIOR HIGH SCHOOL STUDENTS

Panca Dewi Purwati[✉]

Educational Management of Postgraduate Program of Semarang State University

Info Artikel

Sejarah Artikel:

Diterima April 2014

Disetujui Mei 2014

Dipublikasikan Juni 2014

Keywords:

integrative model, folktale writing, text, SMP students.

Abstract

Three purposes of this study are: 1) to identify the characteristics of integrative model of text-based folktale writing learning for SMP students; 2) to develop an integrative model of text-based folktale writing learning SMP students; and 3) to describe the acceptability of integrative model of text-based folktale writing learning based on the result of field trial. This study employs research and development approach. The study results in an invention of characteristic theory of development model in form of seven unique learning procedures for folktale writing. The result of research is a learning set of development model. The acceptability is based on the comparison test, regression test, and the following observations: the average number of students' achievement development which is 19.17; the effect of creative behavior (X1) 70.92%; independence (X2) 84.1%; and the impact of X1 dan X2 86.62%. The average score of teachers' observation 4.3 (high), and the answer "yes" obtained from students' observation is 94.53%. Based on the trial, the use text-based integrative model is concluded to obtain high acceptability because it manages to improve the process and the result of learning.

© 2014 Universitas Negeri Semarang

[✉] Alamat korespondensi:

Kampus Unnes Bendan Ngisor, Semarang, 50233

E-mail: pps@unnes.ac.id

INTRODUCTION

The low quality of literacy is a national concern. The fact revealed from the last two national examinations shows the average score of Bahasa Indonesia for Junior High School (SMP) students was the lowest compared to the other subjects. More specifically, SMP students in grade VII are only capable of writing summary of folktale text and not capable of writing folktale text creatively and communicatively yet.

Bahasa Indonesia teachers hold the responsibility to make their students get accustomed to read and write folktale text as their habit, not solely to ask them to summarize folktale text as stated in Bahasa Indonesia Book for SMP (based on curriculum 2006 and 2013). In the introduction chapter of *Writing Frame for Literacy Strategy journal* (2002:3), one of learning strategies to read and write for students in age group 9-15 years old through literature text resulted in a very positive outcome. Choosing the appropriate learning model will excite students. Therefore, the students' learning outcome will be improved.

Based on the earlier background, the purpose of this study are: (1) to identify the characters of integrative learning model in writing folktale based on text for SMP students; (2) to develop the integrative learning model in folktale writing based on text for SMP students; and (3) to describe the acceptability of integrative learning model of folktale writing based on text for SMP students according to validation and field trial.

The study is expected to gain two significance: 1) to beneficially serve as the input and information as well as the alternative that teachers can choose in facilitating folktale writing learning for SMP students, 2) to positively help teachers, students, and school in fostering their knowledge to design an innovative model, improve creativity and independency, find a advancement alternative in learning process and to improve the education quality, especially in folktale writing.

This research and development has been carried out optimally. However, the result is still limited. The method deciding the integrative model characteristics of learning folktale writing based on text is in accordance with the needs analysis and theoretical framework. The need of learning model in this study has limitation on its initial need. The need is received based on the questionnaire filled in by teachers and students. This study does not include other instruments. The research on students' behavior is only focused on the creativity and independency variables, and does not include other behaviors. The limitation is resulted from such limited amount of time of the research. The scope of research is also limited. The integrative model of text-based folktale writing learning is only tested within SMP in Semarang.

THEORETICAL FRAMEWORK

This research and development employs a theoretical framework that includes model characteristics, text, and basic concept of integrative model of text-based folktale writing learning, folktale writing competence, and characteristics of SMP students. Joyce and Weil (2009:30) argued that learning model includes teachers' and students' behavior, as form of planning/pattern which is used in a classroom learning or in tutorial and to decide learning instruments including books, movies, computer, curriculum, and others. The basic characteristics of model is formulated based on the elements of model orientation, activity order, social system, reaction principles, supporting system, instructional effect, and the supplementary effect of model (Joyce, 2009). Therefore, the innovation on developing integrative model of text-based folktale writing learning is very vital.

The integrative model of folktale writing learning uses text as the basic learning. Text is a complete expression of person's idea within particular situation and context (Mahsun, 2013). The basic form of text is a unit of utterances where each of them expresses on a topic with particular context (Ekowardono, 2009). The text in this study is intended as a writing discourse

(Supriyanto, 2008). The basic aspects of text include topic, sentence and context. The aspects of topic and sentence are used as tools of language learning, which explains how to write a topic in a paragraph. The aspect of content is used as a tool of literature learning, and to analyse the intrinsic elements with point of view focus.

The basic concept of integrative model of text-based folktale writing learning basically tries to combine two learning models (synectic and CIRC), two basic competences (folktale reading and writing), two teaching materials (literature and language), and two evaluation systems (learning process and result) with the basic form of folktale text. One of the independent learning model types is synectic model (Joyce, 2009), while one of the cooperative models is CIRC (Slavin, 2008).

The characteristic of integrative model of text-based folktale writing learning is fundamentally designed after six model elements. The realization of that learning innovation is in a form of instrument development of text-based folktale writing learning. The instrument is constructed based on needs analysis, expert validation, and theoretical framework, especially based on the curriculum of Bahasa Indonesia for SMP.

The folktale writing learning exists both in core standard of SMP curriculum 2006 and curriculum 2013. However, the reality reveals that students are just in the level of writing folktale summary. Students are supposed to be able to rewrite folktale using linguistics and literature technique communicatively. SMP students are capable of thinking abstract and symbolic concept as well as analogy.

The characteristics of SMP students' development are divided into cognitive, psychomotor, and affective (Depdiknas, 2003). The cognitive development of SMP students enters formal operation phase (11-15 years), generally they can think symbolic concept. Based on the opinion of Brown (2000), the specific factors of affective area of SMP students which are important toward language comprehension include (1) *self-esteem*, (2)

inhibition, (3) anxiety, (4) motivation, and (6) empathy. Related to that development, creative and independent behavior are very important to be expanded because they fit with the competence of writing a folktale. The two behaviors become vital variables in developing folktale writing based on text for SMP students in grade VII.

According to Licona (2012), students within range of age 8.5 until 14 years old tend to look for social reward, understand the concept of golden rule, understand what other people need, accept their parents' authority, hold responsibility, become peer group-oriented, and possess the sense of humanity. However, they are still young and easy to be affected by their environment.

Based on the need and achievement of learning goals, this is predicted that the integrative model implementation based on text is capable of effectively improving process and learning outcome. The framework of thinking toward the selection of model development is as followed; the development of integrative model of folktale writing learning based on text lies in three considerations. First consideration is the fact that students are generally unable to express idea through writing. Second consideration is the development level of SMP students which tends to be peer group. Yet they have different personalities which need to be considered in classroom learning. The third consideration is the type of language abilities which need to be mastered by students, which is folktale reading and writing abilities.

One of ways to mitigate the different personalities in a classroom is by creating an alternative upon learning method by fitting it with the personalities of the students. One way to realize it is by instructing students to learn in a group. The students try to adjust their personality in learning folktale writing which is integrated with the other linguistic aspects, combining the cooperative and individual approaches based on folktale text. According to the later thought, folktale writing learning is predicted to be effectively conducted when

teachers use integrative model of text-based folktale writing learning.

RESEARCH METHODOLOGY

This study employed research and development approach based on Borg and Gall (2003:775). The method used in this research and development includes descriptive, evaluative, and experimental methods (Sukmadinata, 2008:167). The data involved the description of conceptual characteristics model, model development, and acceptability of integrative model of text-based folktale writing learning from the experiment outcome. The instrument of needs questionnaire was used to collect the data of needs result, theoretical framework about learning model (Joyce, 2009:135-142). The data was used as the instrument of theoretical data of model

characteristics. Test and non-test instruments were used to collect the data of development, evaluation, and acceptability of the developed model.

Data analysis in this study employed the technique of comparison analysis, regression test (Sukestiyanto, 2010:93), and abalysis of observation. Descriptive technique was used to interpret the data of needs questionnaire and to decide the model characteristics. The acceptability of integrative model of folktale writing learning (mipmud) based on text from the result of trial and error is proven through the technique of effectiveness analysis and prediction of the effect of the model implementation.

The steps in this study can be illustrated in the below working procedure of development of learning model.

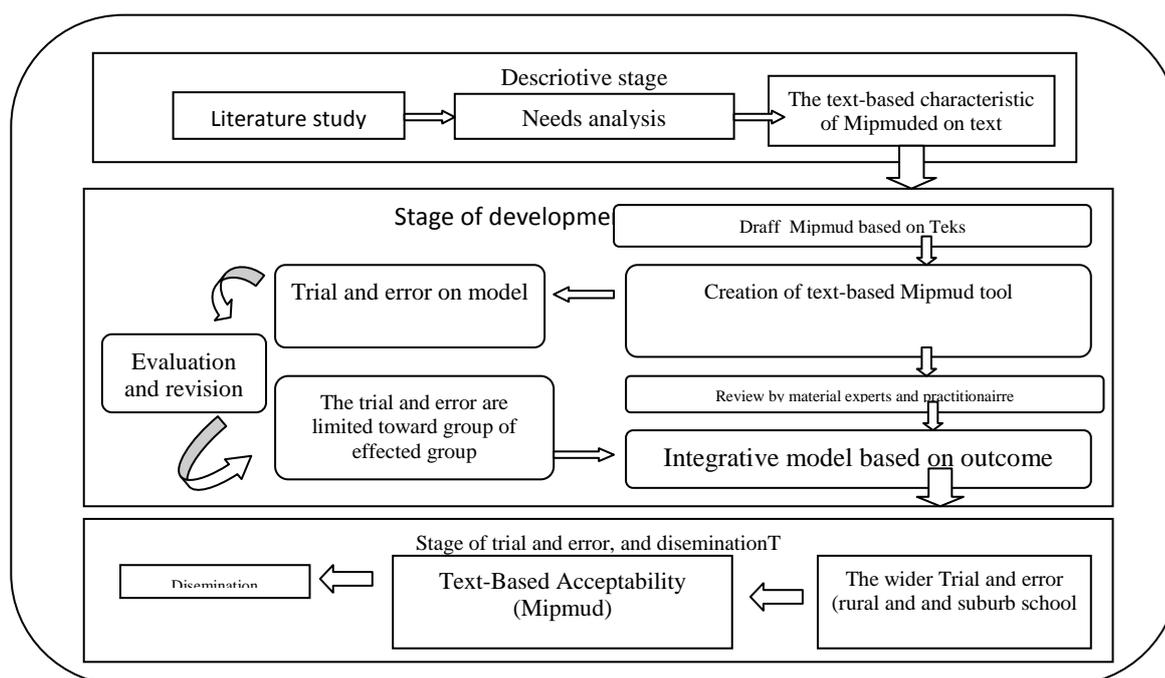


Figure 1 Text-Based Developmental Procedure of Mipmud

RESULT AND DISCUSSION

The characteristics of integrative Model of Text-Based Writing Learning

The model is applied in learning to develop creativity and independency in

improving social motivation. The model framework is learning process in group so the students will be able to be self-controlled, responsible and capable of solving their personal problems in order to master folktale writing. Students and teachers will initiate a harmonious

relationship. Students are served within personal and group work both interpersonally or intrapersonally. The learning model uses the basic text aspects as the basic teaching material and evaluation of learning outcome. The result of learning is used to measure the folktale

creative writing mastery based on the three aspects of the text. The evaluation of learning process is applied to understand the change of creative and independent behaviors of students. The figure below illustrates the model characteristics framework.

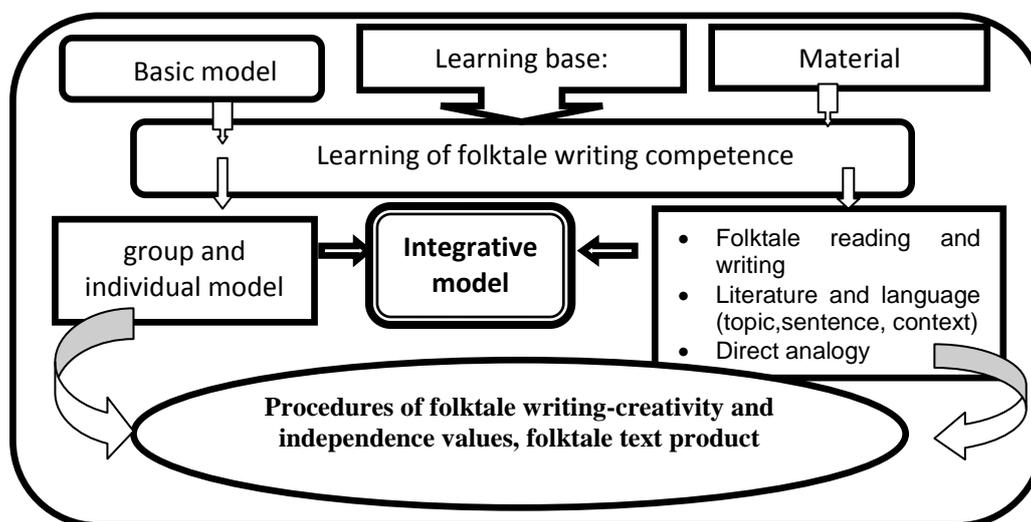


Figure 2. The framework of text-based Mipmud characteristics

According to the needs analysis and theoretical framework toward the learning model (research descriptive stages), the descriptive results of the integrative model characteristics of text-based folktale writing learning are as followed.

Tabel 1 text-based Mipmud Characteristics

No	Elements	Explanation
1	orientation	The model combines two learning (group and ndividual), combines two teaching materials (linguistics and literature), and put folktale text as the basis of learning process
2	Syntaxmatics	Purpose and motivation delivery; 2) information presentation; 3) organization within the group; 4) group guidance and analogy; 5) evaluation; 6) reward
3	Social system	Getting friends in discussion; editing the folktale in pair; innovation of folktale creatively and independently
4	Reaction principles	The active role of teachers supporting students to be open-minded, rational, creative, act out and accepting response, and guide students' analogy. Students exercise to write involving their intellectual, emotional, and creativity.
5	Supporting system	Supporting facilities for teachers, folktale books, and media to present the learning product.
6	effect	Instructional effect: group/individual productivity, text-based folktale reading, folktale text product.

The development model characteristic has a unique literature on writing learning procedures. The uniqueness of integrative model of text-based folktale writing learning can be understood through the literature review as the differing factor that makes this study different with the previous studies. The study conducted by Widia (2008), Irmawati (2010), and Rusliy (2011) revealed different result with this study. Those studies are different one to another. Those studies are important because each of them aims at finding positive result to help students' writing/ based on that explanation, the research and development of integrative model of text-based folktale writing learning also has uniqueness which is different from the previous studies. This study develops a model which integrates the literature and linguistic teaching

material in group and individual learning design, completed by text of folktale books, modul, teachers guide-book for SMP level. This study enriches the area of learning model for SMP literature which has been conducted in the previous studies.

The Development of Integrative Model of Text-Based Folktale Writing Learning

The process of developmental model is conducted in evaluative stage. Researcher developed the learning model in form of model instruments of text-based folktale writing learning. The outcome of this study is the seat of learning instrument which is validated and revised by the experts. The outcome is as followed:

Table 2 the research outcome of text-based integrative model instruments

No	instruments	Validation score	category
1	Syllabus	4,25	High
2	Lesson Plan	4,21	High
3	Evaluation System	4,36	High
4	Folktales book	4,28	High
5	Learning modul	3,88	High
6	Teachers guide-book	3,90	High
7	Learning CD	4,00	High

Realization of integrative model of text-based folktale writing learning is a set of instruments which is validated by two learning model experts and one linguistic expert. The instruments of learning model which is developed in the beginning stage include syllabus, lesson plan, learning evaluation system, and three learning sources (the folktales book, student modul, and teachers guide-book). The developed prototype of model instrument is designed based on the needs profile of folktale writing learning. After receiving evaluation, advice, and criticism from the expert and practitioner, the integrative model of text-based folktale writing learning is then used in the experimental research for trial and error.

The research and development begins with the distribution of questionnaires and needs description of folktale writing learning based on

the questionnaire (teachers' and students' perception). The study also begins with the description of literature review toward basic competence of folktale writing. The need model of folktale writing learning involves the need of interaction model, the need of teaching material model, and the need of learning resources to write folktale. The interaction model which is essential for them is the interaction model in a group and individual learning model which leads to positive character building. The need of teaching material of folktale writing is developed based on the basic aspects of text. The need of learning sources of folktale writing is needed and produced in form of folktales book, modul, and teachers guide-book. The three sources are developed based on components of content, presentation, graphic, and linguistic. The result

of need is then used as the consideration to design the prototype of book and modul.

The Acceptability of Integrative Model of Text-Based Folktale Writing Learning

The study is a research and development and conducted for SMP students grade VII. The locations of the study are SMP N 21 Semarang and SMP Nasima (representing city area) and SMP N 33 Semarang and SMP Ar Ridho Semarang (representing rural area).

The acceptability of development model is measured by understanding the effectiveness and model effect on learning. The result of trial and error results n data of pretest with 48 as the lowest score and 76 as the highest. While the posttest results are 70 and 90 for the lowest and highest score respectively. Based on the overall trial and error, the average improvement of the study is 19.17 (completeness 97.29%). The number shows that the implementation of model has an effective significance.

The regression trial and error reveals that the independent variable of creative behavior (X_1) toward Y (achievement) shows a significant influence on all trial and error (70.92%). The same trend is also shown by the other independent variable of independent behavior (X_2) toward dependent variable of learning achievement (Y) has average influence 84.51%. Both variables (X_1 , X_2) influence the students' achievement 86.62%.

There are some notes related to learning activities in fostering independent behavior to use modul. Based on the input from teachers who facilitate the learning, students are not fully capable of doing the independent learning. Teachers must ask students about their independent learning whenever they have opportunity. The role of peer tutor influences the activeness of other students in improving the independent learning.

Dissemination of the study is conducted through some academic forum. First dissemination was conducted in May 1st 2013. The model development was disseminated in Universitas Muhammadiyah Semarang (Unimus) in a national seminar. The second

dissemination was held in national seminar forum hosted by Universitas Negeri Semarang (Novemer 2nd 2013), and also in MGMP academic forum in SMP N 2 Semarang in December 2nd 2013.

CONCLUSION AND RECOMMENDATION

Conclusion

This research and development results in three conclusions: first, the integrative model characteristics of text-based folktale writing learning reveals seven learning steps. The steps involve: a) reading intensively the literature fragment of folktale text; b) analyzing the fragment of the literature text based on the basic elements and folktale-creating sentence; c) identifying the intrinsic elements of texts based on folktale context; d) determining creative changes to rewrite the folktale based on the first person point of view, e) producing text creatively both in group or individual work based on the folktale text that they have read; f) editing and revising folktale text based on the basic aspects of text; g) creating final product in a form of creative folktale text individually. Second, the development of integrative model of text-based folktale writing learning involves descriptive stage, development and evaluative stage, experimental stage, and dissemination. The prototype of model is categorized as high/T (average score 4.17). Generally, the prototype of model instruments as result of validation needs to be revised. Third, the model fulfills acceptability based on comparison of trial and error, result of regression test, and observation result. The results are as followed. The achievement progress 19.17 (completeness 97.29%). The regression test results in average effect on X_1 70.92%, X_2 84.1%, double regression test (X_1 and X_2) results in 86.62% toward students' achievement. The data from observation toward teachers of overall trial and error 4.31 (category high/T), and students; observation result about teachers' performance is very high/ST (average answer of yes 94.53%). Avvording to the result of trial and error,

regression test, and observation, it can be concluded that the model has high category acceptability because the model can foster students and teachers in achieving the goal of learning.

Recommendation

There are three central recommendations based on the finding, especially for students, teachers, and the future researchers. First, the accuracy of content and length of text for folktale is very essential in order to achieve the effective learning process. Second, in order to get a creative and communicative folktale text, the teaching material should integrate both linguistic and literature aspects in learning continuously and in a fun situation. Third, the integrative model of text based folktale writing learning can be expanded to the other literature writing research such as in writing short story. The need to explore the other behaviors other than creativity and independence is still vital.

BIBLIOGRAPHY

- Borg W.R. and Gall M.D. 2003. *Educational Research: An Introduction*, Seventh Edition. London: Longman Inc.
- Brown, H.D. 2000. *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice Hall Regents.
- Departemen Pendidikan Nasional. 2003. *Standar Kompetensi Mata Pelajaran Bahasa dan Sastra Indonesia SMP / M Ts*. Jakarta : Depdiknas.
- Ekowardono, B. Karno. 2009. *Handout Tata Wacana*. Semarang: FBS UNNES.
- Irmawati, Isah Cahyani. 2010. "Pembelajaran Menulis Cerita Melalui Teknik Reka Gambar." *Proceeding 2ND International Seminar 2010 Practice Pedagogic in Global Education Perspective*, Vol. II No. 2/Mei 2010. Hal. 424 – 432.
- Joyce, Bruce dkk. 2009. *Models of Teaching. Model-model Pengajaran*. Edisi kedelapan. Yogyakarta: Pustaka Pelajar.
- Lickona, T. 2012. *Educating for Character: Mendidik untuk Membentuk Karakter*. Jakarta: Bumi Aksara.
- Mahsun. 2013. "Pembelajaran Bahasa Indonesia Menggunakan Pendekatan Teks." *Kompas Edu*. 27 Februari 2013. Diakses tanggal 2 April 2013.
- Rusly. 2011. "Membelajarkan Dongeng Melalui Pendekatan Kontekstual Alternatif Peningkatan Apresiasi Sastra." <http://groups.yahoo.com/group/sd-islam/message/931>. Diakses tgl 25 September 2011.
- Sayuti, Suminto A. 2000. *Berkenalan dengan Prosa Fiksi*. Yogyakarta: Gama Media.
- Slavin, Robert. 2008. *Cooperative Learning Teori, Riset, dan Praktik diterjemahkan oleh Nurulita Yusron*. Bandung: Penerbit Nusa Media.
- Sukestiyarno. 2010. *Olah Data Penelitian Berbantuan SPSS*. Semarang: UNNES PRESS.
- Sukmadinata, Nana Saodih. 2008. *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Supriyanto, Teguh. 2008. *Teks dan Ideologi Studi Sastra Populer Cerita Silat*. Semarang: Universitas Negeri Semarang Press.
- Widia. 2008. "Penerapan Teknik Pagelaran Wayang Beber dalam Pengajaran Sastra untuk Meningkatkan Kemampuan Mengarang Siswa Sekolah Dasar." *Disertasi*.
- Wirza, Yanty dan Rida Winiarti. 2010. "Detail Reading Strategy Improving Students Writing Achievement." *Proceeding 2ND International Seminar 2010 Practice Pedagogic in Global Education Perspective*, Vol. II No. 2/Mei 2010. Hal. 391-402.