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Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Text learning model description using literature text

Novelti[1]

[1]Universitas Muhammadiyah Sumatera Barat, West Sumatera, Indonesia
Novelti@ac.ir

Syahrul R[2]

[2]Universitas Negeri Padang, West Sumatera, Indonesia
drmuhammadkristiawan@univpgri-palembang.ac.id

Abstract

This study aimed at producing a description text learning model using literary text. The instruments used were interviews, observations, questionnaires, questionnaires, and tests. As a result, the quality of learning devices from three aspects, namely: validity, practicality, and effectiveness. The validity of the learning device is based on the results of the students' descriptive text exam. In conclusion, the teacher needs to design a learning model so that students follow learning without feeling forced and pleasant and learning tools consist of lesson plans, short story texts, and learning test results.

Keywords: Learning, model, text, description, literary.

Descripción del modelo de aprendizaje de texto utilizando texto de literatura

Resumen

Este estudio tuvo como objetivo producir un modelo de aprendizaje de texto de descripción utilizando texto literario. Los instrumentos utilizados fueron entrevistas, observaciones, cuestionarios, cuestionarios y pruebas. Como resultado, la calidad de los dispositivos de aprendizaje se basa en tres aspectos, a saber: validez, practicidad y efectividad. La validez del dispositivo de aprendizaje se basa en los resultados del examen de texto descriptivo

de los alumnos. En conclusión, el maestro debe diseñar un modelo de aprendizaje para que los estudiantes sigan el aprendizaje sin sentirse forzados y agradables, y las herramientas de aprendizaje consisten en planes de lecciones, textos de cuentos y resultados de exámenes de aprendizaje.

Palabras clave: aprendizaje, modelo, texto, descripción, literario.

1. INTRODUCTION

Students often have problems in writing, even in their own first language, because of a lack of interaction or feedback. Guiding students in the process of writing description text through developing controlled and focused activities is a good way to make students aware of improving their skills. This is in line with previous research which shows the importance of improving the competence of educator writing because it has an impact on students' writing learning. Furthermore, Siburian's (2013) findings are based on his observations during the Teaching Practice Program (PPL) that 75% of Grade VII students at Rantau Parapat Middle School in North Sumatra were unable to write descriptive paragraphs. Educators have taught the material to students well but their understanding of learning description texts is still very low. The conclusion is that student achievement increases when learning uses the TPS method (Think Pair Share).

Likewise, with the research conducted by Permatasari (2017) in class VII students of SMP Jaya I Sumber Jaya, West Lampung that

based on the results of the pre-research (observation) in writing description text, there are still many students who need to improve their understanding of the description text. Based on these observations, the research was conducted which aims to determine the ability to write description text of students. The results of the study showed that the ability of students to write description texts generally obtained a value of 72.33 with sufficient categories.

In addition to research on the ability of students to understand the content and write description text, Atmaca & Günday (2016) from Turkey also conducted research on theoretical knowledge based on an analysis of the use of literary texts to teach grammar in foreign language classrooms. This study consists of four parts: in the introductory section, we briefly discuss the teaching of grammar in foreign languages and the use of literary texts in teaching grammar. The second part discusses the need to use literary texts in teaching foreign languages. In the third section, benefits can be given to teaching grammar with the use of literary texts. Finally, the conclusions section needs to be considered when the grammar learning process uses literary texts in language classrooms.

The results of the research above and based on the results of preliminary observations conducted in class VII. A Padangpanjang 1 Middle School on Monday, July 10, 2017, found that Indonesian language learning activities that have been going on for the most part, are still monotonous and only use textbooks that are available in school. Educators have not used literary text in learning, so learning

situations are created that can increase the activity and enthusiasm of students. Educators have a limited ability to package literary texts for learning. This makes learning not going according to what it should. Moreover, the demands of the Minimum Completion Criteria (KKM) with a value of 78, if not achieved, will be held remedial (Claudia, 2016; Dorfman & Javidan, 2016).

From this description, many problems can be used as the focus of research with regard to the importance of using literary texts in Indonesian language learning in junior high school, namely: first, teachers teach using monotonous methods, so students tend to get bored in learning. Secondly, teachers rarely use literary texts in learning, so they do not motivate students to play an active role in the learning process. Third, teachers have never included description texts into literary texts in learning Indonesian. This makes learning not going according to what it should.

2. RESEARCH METHOD

This R & D study follows the steps in Thiagarajan, Semmel and Semmel, known as 4-D or four-D (defining, designing, developing and deploying) as follows:
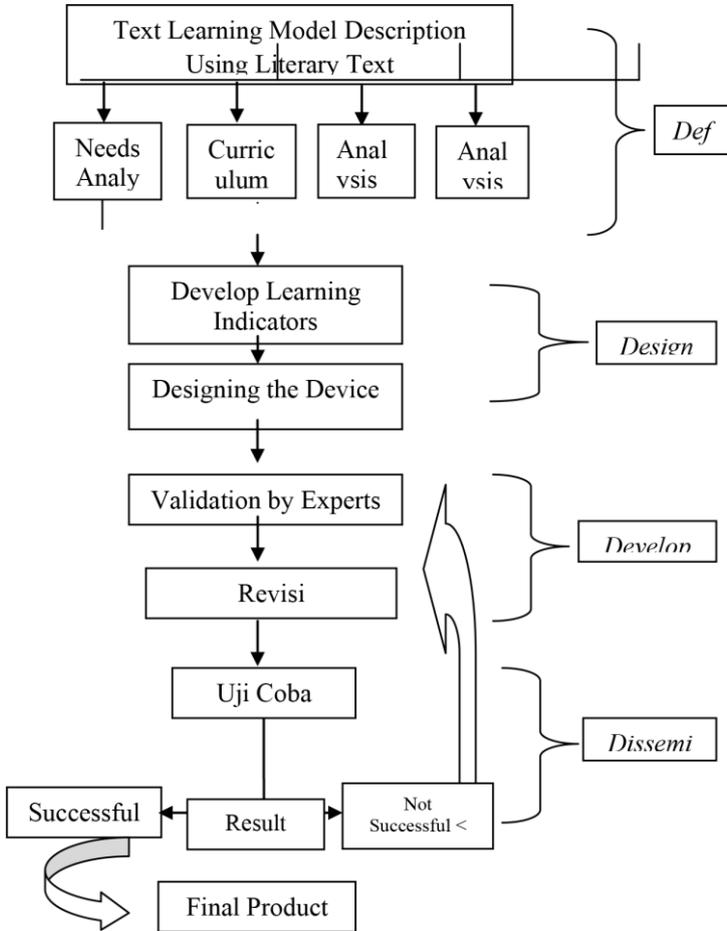
Figure 1: Steps in the Learning Model

3. RESULTS

The results of the study are presented following the stages of the 4-D development model (Four-D): defining, designing, developing, and distributing.

3.1. Defining Phase

During this phase, the analysis is carried out based on information obtained from educators and middle school students. In addition, description text learning in two schools where research is conducted, explores the SK and KD required in research, activities carried out during the implementation of the description text learning process, and the understanding of educators and students in delivering and receiving learning material. The following are the results of the analysis and reviews:

3.1.1. Results of Need Analysis

To analyze this need, the instruments used were interview guides, observation formats, and questionnaires to find out the situation and interests of students in the description text learning so far. The results of the FGD were conducted with Indonesian junior high school teachers in West Sumatra on December 12, 2017, that the media used by teachers was only teacher books and student books. Even if you use media, only the picture media is serialized and no description text has ever been included in the short story section. So that the learning process still uses the tools available at school. Description text learning model uses literary text, very interesting and fun for students to take part in classroom learning.

3.1.2. Curriculum Analysis Results

Curriculum analysis is carried out to determine core competencies and basic competencies that will be used in making learning model tools. The curriculum used in the development of description text learning models using literary text is the 2013 curriculum (revised). In accordance with Permendikbud No. 24 of 2016 concerning the basic framework and structure of the SMP / MTs curriculum, the 2013 curriculum structure consists of core competencies (KI) and basic competencies (KD). Middle School/Madrasah Tsanawiyah (SMP/MTs) core competency (KI) is the level of ability to achieve Graduates' Competency Standards (SKL) which must be possessed by junior / MTs students in each class.

3.1.3. Results of Student Analysis

The fact that there is in the field especially the seventh-grade students of Padangpanjang Middle School still have not shown satisfactory results in learning Indonesian. In learning to identify description text information, students are less able to let their imaginary abilities run. Students are not interested in describing an object, because the teacher does not give students the opportunity to describe objects according to their experiences, talents, and interests, but the teacher only gives a piece of paper with images that are not so interesting to describe.

3.2. Design Phase

At this stage, the design of the description text learning model is designed using literary text. Devices designed include RPP and literary texts. Below is described the process of designing each learning device.

3.2.1. Results of the Draft Learning Implementation Plan (RPP)

The Learning Implementation Plan (RPP) is systematically designed which contains the components of RPP writing and follows the preparation steps which consist of; identity, SK, KD, indicators, learning objectives, learning materials, learning methods, learning steps, learning resources, and assessment. Learning scenarios for each meeting consist of learning activities description text using literary text. Integration of description text learning using literary text, namely short stories. Based on the SK and KD analysis, the competency achievement indicators were divided into two meetings with an allocation of 3 X 40 minutes each. Every beginning of the meeting begins with prayer and attendance activities. Furthermore, students are first given activities that are able to attract attention, generate confidence, and create a readiness to receive information, such as teachers giving questions and holding pretests that open up students' insight.

The first meeting of learning is carried out by giving students the material and initial knowledge about learning description texts, parts of the description text, and mapping the contents of the description text according to the topic and its parts using literary texts. The second meeting was a question and answer session about the previous material, namely mapping the contents of the description text in accordance with the topic and the parts of the description text that he read and heard. After that, students report back information contained in the description text that they read and hear in written form according to the characteristics and structure of the description text. Learning resources refer to the formulation in the syllabus developed by the education unit. Learning resources used include (1) learning material developed by researchers, and (3) assessment of learning outcomes in the form of essays given at the end of the meeting.

3.2.2. Results of the Text Learning Model Design Description Using Literary Text

In accordance with the results of the needs analysis, a descriptive text learning model is needed using literary texts to improve student learning outcomes. The model is built based on the syntax of the complete learning model (mastery learning) which refers to the theories of John B. Caroll and Benjamin Bloom (Joyce & Weil, 2009; Lee, 2012), namely:

(a) orientation, (b) presentation, (c) structured training, (d) guided practice, and (e) independent training. The design of the description text learning model using literary text that fits the needs of students is as follows: (a) orientation, the teacher reviews the previous learning, determines the current learning objectives, and explains the learning procedures to be carried out to students; (b) students read short stories of their own works that have been shared, while noting matters relating to learning material; (c) students map the contents of the description text in accordance with the topic and its parts; (d) students write reports about the description text according to the characteristics and structure of the description text in a guided manner; (e) students present or present the results of their reports independently; and (f) teachers and students reflect on that day's learning (Omega 5). In reflection of learning, there is a complete process in learning.

3.3. Development Phase

The purpose of this stage is to produce a revised learning model based on input from experts and data obtained from the test results. The activities carried out at this stage were the assessment of experts, tests of readability, simulation, and tests in class VII of SMP. The results of the description text learning model using literary texts at this stage are explained as follows:

3.3.1. Learning Model Text Results Description Using Literary Text

Learning is said to be effective if students can achieve the set learning goals. The effectiveness of the description text learning model using literary text can be seen from the achievement of the expected goals, namely increasing knowledge, skills, and attitudes or behavior of students. Based on several predetermined criteria, overall it can be concluded that the description text learning model using literary text produces six (6) OME5 model syntax, namely (a) orientation, (b) reading short stories, (c) mapping the contents of the description text, (d) writing, (e) presenting, and (f) reflecting, which can improve student learning outcomes. The novelty of the description text learning model assisted by audio visual media (OME5) is (1) the syntax is different from the complete learning model (mastery learning) and with factual models, (2) short stories of their own work, (3) integration of description texts into short story texts, and (4) learner-centered learning. Here is a picture of the description text learning model using literary text.
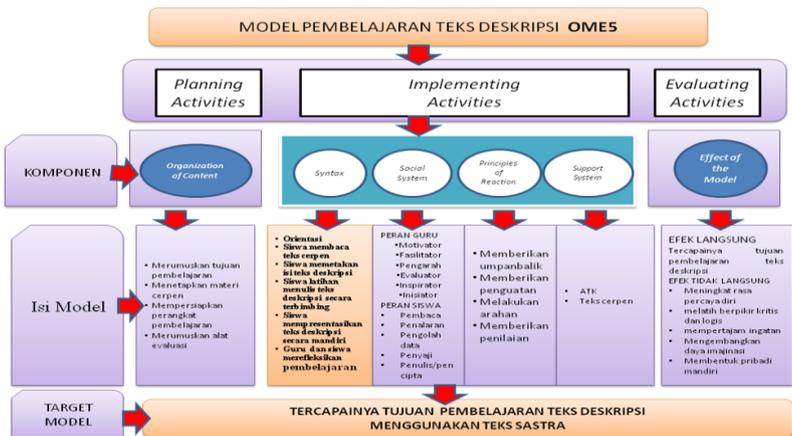

Figure 2: Text Learning Model Description
Using Literary Text

3.3.2. Social System

The implementation of description text learning uses literary texts in class VII of this junior high school, two meetings for one semester. In the description text learning, students can independently read the short story text that has been shared by the teacher. In this activity, a supportive environment is needed in order to motivate students to learn and play an active role in learning. In face to face in class, it is discussed about the problems faced by students in learning and understanding the concepts of Indonesian subjects, specifically the description text learning material. The active role of students is also required to share information with other students about what they get in learning. Furthermore, in the assessment section, an environment will be created so that students can do it independently of their learning, namely assessment with other students and assessment by the teacher. This assessment can be carried out offline.

3.3.3. Reaction Principle

The principle of reaction is a pattern of activities that describes the teacher's response to students, either individually or in groups and as a whole. The principle of reaction relates to the techniques expected by the teacher in reacting to the behavior of students during learning activities, such as providing feedback, reinforcement, direction, judgment, asking questions, answering, responding, criticizing, daydreaming, disturbing friends, lacking seriousness, and so on.

4. DISCUSSION

The learning text description model using the satra text is designed to be used by Indonesian language teachers and students at the junior high level on Indonesian subjects. The learning model serves as a guide in the implementation of learning. Learning models that are used as guidelines are expected to improve the quality of student learning outcomes. This is in accordance with Zubaedi's (2011) opinion that the purpose of Indonesian language learning includes cognitive (knowledge), psychomotor (skills), and affective domains (attitudes and values), as well as the interconnection domain (the combination of these three domains) that gives birth to creativity to be able to explore the moral values contained by each learning device.

Description text learning models using literary texts can be used by all subjects, junior high school students here are only examples for teachers and prospective teachers in making learning models. In addition, teachers and prospective teachers are expected to understand how to make a good and correct learning model so that students are active in learning because the learning model created by the teacher greatly determines the success of students. This is in accordance with the demands of the 2013 curriculum that a conducive learning climate will encourage the realization of an active, creative, effective and meaningful learning process (Mulyasa, 2006; Hyland & Lo, 2007; WARSITA, 2008). If this can be realized by the teacher, of course, good learning outcomes will be very easily achieved (Rincon-Flores et al., 2018: Bahremand, 2015).

5. CONCLUSION

Based on the findings and discussion of the research description text learning model using literary text, it can be concluded that the actual text description learning 1) The teacher needs to design a learning model so that students follow learning without feeling forced and pleasant; 2) Description text learning models using literary texts need to be implemented; 3) Learning tools consist of lesson plans, short story texts, and learning test results.

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