DEVELOPING LEARNING MODEL OF INDONESIAN SUBJECT
BASED ON TEXT

Yadi Sutikno
The Doctoral Program of Science Education,
Postgraduate Program of State University of Padang
yadisutikno@gmail.com

Abstract

The background of the research was due to several problems that researcher found in the field; there were no Bahasa Indonesia textbooks for the tenth grade students which are arranged based on scientific method, there were no scoring rubrics for each basic competence of each skill, there were still Indonesian teachers who did not understand the authentic assessment and there were some students of the grade X at SMAN 2 Padang who could not comprehend text of anecdote well. Based on these problems, the researcher is needed to carry out a research in order to produce a learning model for valid, practical, and effective anecdote text for the grade X at SMAN 2 Padang. Model of development which is used in this research is 4Ds model. It is a kind of research and development. Samples of the research are natural science students of grade X2 (X MIA 2) and X5 (X MIA 5) chosen purposively. To collect the data of the research, the researcher uses some of instruments: test and questionnaire for getting the validity, practicality, and effectiveness of the developing model. After defining, designing, and developing the learning model of this research, it is found that the finding reveals learning model for the text anecdote which fulfills the requirements of validity, practicality, and effectiveness. It is proved that the developed learning model for anecdote text is more effective than conventional learning model. Learning model for the anecdote text has been disseminated in natural science of grade X7 (X MIA 7) at SMAN 2 Padang.

A. Introduction

This study was preceded by a problem that is from interviews with two Indonesian teachers in class X SMA Negeri 2 Padang on 21 November 2014 found that the problem of the two teachers have not understood properly declared authentic assessment in learning Indonesian. The cause is already there in the form of a reference assessment Permendikbud No. 104 2014 Learning Outcomes Assessment by educators in Basic Education and Secondary Education but the teacher is less understood.

Furthermore, based on the results of interviews conducted on four high school students of Class X SMAN 2 Padang on 21 November 2014 about the Indonesian language learning, especially for text anecdotes, found the phenomenon that two students stated they have a low level of understanding of the text anecdotes. While the two students again express their level of understanding at the level of being.
Based on the problem of this research is limited to anecdotal text, then the development of the learning model that will be developed is anecdotal text learning model valid, practical, and effective. With the model lesson, learning the Indonesian language specific to text anecdote in the classroom will be maximized so that more students can understand the Indonesian language teaching for text material with good anecdotes. Then the products produced in the learning model anecdotal text, there are three models, namely books, book teacher and student books.

B. Theory
a. Text-Based Learning of Indonesian Language

Understanding the text as the basis of learning Indonesian language and literature begins with understanding the text-based learning. Here's the explanation: Learning to use a text-based language learning process was first used in Australia by expert education and language educators. But now it is widely used in all sectors of education (Nugroho and Hafrizon, 2010: 4). Based on the opinions expressed by Nugroho and Hafrizon above then I think learning the Indonesian language is appropriate to use a text-based learning because such an approach has been widely used in all sectors of education.

Text-based learning can be understood from the individual words. To better understand it, the first will be explained the meaning of "learning". Pusat Bahasa (2008: 23) states that the study is trying to gain intelligence or knowledge. Then learning is a learning process.

Furthermore, the word "base" in KBBI (Pusat Bahasa, 2008: 144) is defined as the principle or base. Then the word "principle" is defined as the base (something on which the thought or speech). Then the word is defined as a pedestal base; foundation or base of the principal or an opinion (teachings, rules). From the opinions on this then explains that the text-based learning is a process of learning to text as the basis, principles, base and pedestal.

Some sources also mentioned that the text can be in the form of written and spoken (Alidoost, et al., 2014: 97; Richards, et al., 1993: 125; Maryanto, Kompas.com, April 3, 2013; Kim and Gilman, 2008: 114; Kemendikbud, 2013a:
Based on the opinion of some of these sources, this confirms that the form of oral and written texts. Furthermore, the text usually has characteristics that have a communicative goal (a special text criteria and duty to keep the scope of this text) (Abbaszadeh, 2013: 1880; Swales, 1990: 58), has the theme of inter-related, having rule (for example, has a rhetorical structure, grammar leksiko, and other text features), and sometimes there is a role in which the author (Abbaszadeh, 2013: 1880). Based on some of the above opinion, someone who wants to write a text, should include elements in the text that has a communicative purpose, has the theme of inter-related, and obey the rules of writing.

Xu (2005: 23) states that the text has some features that is communicative, have a goal, a structured, professionally or academically oriented. These features must be followed by the author, but the author may also creativity in writing a text. Based Xu opinion, if someone makes a text, which is made in the text to be communicative, have a goal, a structured, professionally or academically oriented. The author of the text should also follow the rules of the text he made, however, the author of the text can also be creativity in the writing of a text so that the text is written better.

Then Shuhua (2009: 99) states that the text-based learning emphasizes how to realize the goal of real communication in the text. Based Shuhua opinion, contained in a text meaning. If this is associated with the Indonesian language learning in the curriculum in 2013, the text is written and spoken texts that have meaning. With the meaning of a text, learning Indonesian will be more meaningful and can be a carrier for driving and science for students.

Rodgers (2001) identify the text-based approach as one of the major trends in the new millennium and text-based approaches have considerable influence in the learning of languages worldwide (Hyland, 2002: 113-135). Based on the above two arguments, the text-based approach is applied to learning Indonesian in accordance with the trend of language learning and will have an influence on Indonesian language learning undertaken by students.
Next will be explained about the three assumptions in text-based learning according to Nugroho and Hafrizon (2010: 4-6) states that the three assumptions in that text-based learning.

1. Learning is a social activity
2. Learning occurs more effective when teachers clearly make about what is expected of students
3. The process of learning a language is a series of steps to handle the development of scaffold that different aspects of language.

Based on the opinions expressed by Nugroho and Hafrizon then to implement a text-based language learning, the teacher must apply the principles of text-based language learning: learning a language is a social activity, more effective learning occurs when teachers clearly make about what is expected of students, and language learning process is a series of steps to handle the development of scaffold that different aspects of language. By applying these three principles then I think text-based learning will be more effectively implemented.

Furthermore, the advantages of text-based learning, namely:

1. Teachers and students can understand the different types of written texts,
2. The learning process focuses on understanding and production of selected genres of text,
3. Starting with the entire text as a unit in its focus than the sentences (Luardi and Asi, 2014: 83).

Based on the opinions expressed by Luardi and Asi above it with a text-based learning for Indonesian lesson, students will gain the advantage that students will be able to understand the different types of text. Then students will be able to understand and write the text type being studied.

Text-based learning has been used in the field of curriculum to develop students' decision-making abilities. In addition, text-based learning can foster interpersonal skills of students as

1. Involve them in the sense-oriented, text-based, and realistic practice,
2. Assuming that reveals the pedagogy explicit lexical and grammatical resources needed for successful communication, and
3. Facilitate learners to improve students' oral communication (Rivera, 2012: 109).

Based on the opinions expressed by Rivera, above, when teachers implement text-based learning in the learning process, students' decision-making abilities will develop. In addition, when teachers implement the text-based learning interpersonal skills students will also develop properly.

In text-based learning, there are several important characteristics that need to be considered, namely clear, systematic, needs-based, support, empowerment, critical, awareness raising (Hyland in Nugroho and Hafrizon, 2010: 35).

Based on the above, the text-based learning Indonesian is a process of learning the Indonesian language into text as the basis, principles, base and pedestal. By making the text as the basis, principles, base and pedestal in the learning process, learning Indonesian will be more meaningful and students will be able to write a text that is learned. Thus, the Indonesian language learning will be more complete and students will be able to obtain benefits.

b. Anecdotes Text

The following describes some of the anecdotes opinion delivered by some experts. Endarmoko (2009: 25) states that the anecdote is a story or a funny story. Agree with Endarmoko, Crowther (ed.) (1995: 39) states that the anecdotes are short stories, interesting or amusing about real people or events.

Crowther Endarmoko common ground and they both stated that the anecdotes are funny story. The difference is that the opinion delivered by Crowther more complete because he is stating that the story in anecdotal stories using real people and events.

Opinions are almost similar to the Endarmoko and Crowther, expressed by the Language Board (2008: 62) that anecdote is a short story that is interesting because it is funny and memorable, usually about someone important or famous people, and based on actual events. Endarmoko and Crowther common ground with the Language Board is equally stated that the anecdotes are funny short stories. The difference is there Language Board states that could anecdote tells of the important or famous people, and based on actual events.
Agree with the Language Board, Neufeldt (ed.) (1996: 52) states that the anecdotes are entertaining original facts that occur in a person. Neufeldt common ground with the Language Board is equally stated that the anecdote is a real story that is funny and tells someone.

There is also interpreted anecdotes as a short story interesting because funny and memorable, usually about important or famous people, and based on actual events (Kemendikbud, 2013c: 111). In addition, there is another sense that states that anecdote is a fictional story that should not be based on the fact that occurred in the community. Who become participants or actors in it was not necessarily important. Anecdotal text can also contain events that annoy or silly for participants who experienced it. Feeling irritated and ridiculous as it is a crisis that is addressed by the reaction of the opposition between comfortable and uncomfortable, dissatisfied and frustrated, as well as achieved and fail (Kemendikbud, 2014c: 99).

Opinions are almost the same as Kemendikbud, delivered by Damayanti, et al., (2014: 2) that can contain text anecdotal events irritated or silly for participants who experienced it. The emergence of anecdotes text as the new Indonesian subjects presented explicitly in the curriculum in 2013.

Kemendikbud common ground and Damayanti, et al., Is equally stated that anecdotal text can contain the events that annoy or silly for participants who experienced it. The difference Damayanti, et al., States that the emergence of anecdotal text for Indonesian lessons in the curriculum in 2013 is a new lesson.

Furthermore agree with Kemendikbud, Danandjaja (1997: 11) states that the anecdotes are funny fictional story about a prominent personal or some figures that actually exist. The similarity of their views is equally stated that the figures in the text of the story can be fictitious anecdotes and can also only imaginary.

Text anecdotes can be a means developers students' language competence (Wijana, 1995: 221). Based on the opinion of Wijana, teachers in teaching must manage learning about anecdotes with professional text that text lessons anecdotes can develop students' language competence. Developing competencies will include aspects of speaking, listening, reading, and writing.
Humor in the anecdote has a function, especially positive function that could improve the character of life and people's lives for the better. The positive functions include didactic function, fungi satire, denial or contestation, and the justification function without offending the hearer (Yumartati, 2011: 44-45). Based Yumartati opinion, if the learning process anecdotes text can be done well, students will have a good character and would be useful for students in the future.

Based on the above, the text anecdote is a short story that is interesting because it is funny and memorable. Then the story could be based on actual events and can also only a fantasy author alone. Then the events in the text will annoy or silly for participants who experienced it.

Of theories that have been described above, developed learning model anecdotes text that can be used as a reference by educators in learning anecdotes text so that learning will become effective and attractive. If the instructional text can be effective and interesting anecdotes, the results of student learning will be high so that the learning objectives that have been set anecdotes text will be reached.

C. Methods

The method in this study including research and development. According to Joseph (2014: 444-445), research and development is an activity of inquiry in order to select an effort to develop products or procedures that already exist. Research and development has a very significant position; both in the business world as well as in science and technology and social sciences and humanities. Research and development activities carried out with the intention of: (1) develop new products; and (2) discover and create new knowledge about models and discussed many things scientifically and technologically, with the aim of opening and enable the development of new products into valuables, the process is more efficient, and more optimized services and enjoyable.

D. Discussion

Learning model development process anecdotes text for class X SMA Negeri 2 Padang wear 4D development model that consists of defining, designing, developing, and pendeseminasian. Defining step in this research includes five
stages, namely a preliminary analysis of the final stage, the students analysis, task analysis, analysis of concepts, and develop learning objectives. Prior to the analysis of the first five stages made instruments and instruments validated beforehand. Having already done defining step followed with a step design study model anecdotes text consisting of three books, namely books models; Learning Text Anecdotes, books teachers; Guidelines for Learning Text Anecdotes, and student books; Let's Learn Text Anecdotes. In step design was also developed instruments to third validate the study product. Before the instrument is used first, conducted validation of the instrument.

Furthermore, after the design stage is the stage of development. At this stage of development, carried out the validation of the three products in this study and carried out repairs to the advice given by the validator. This was followed by pendeseminasian stage. Prior to pendeseminasian, first made instruments pendeseminasian stage and performed a validation of the instrument prior to use in class Dissemination.

Anecdotal text learning model developed fulfills the validity, practicalities, and effectiveness. To book a model; Learning Text Anecdotes very valid validity level category with a value of 3.96. Then book teachers; Guidelines for Learning Text Anecdotes very valid validity level category with a value of 3.88. Furthermore, the student book; Let's Learn Text Anecdotes very valid validity level category with a value of 3.95.

Level practicalities of books teachers; Guidelines for Learning Text Anecdotes very practical category with a value of 100. Then, to the practicalities of the student book; Let's Learn Text Anecdotes very practical category with a value of 94.80.

The effectiveness of the learning model anecdotes text obtained from the results of class learning X MIA 2 SMAN 2 paddock effective category with a value of 82.52. Then after t test to the learning outcomes of class X MIA 2 and X MIA 5 SMAN 2 Padang conclusion student learning outcomes in text material anecdotes of students who are taught by learning model anecdotes text higher than student learning outcomes in text material anecdotes of students taught by conventional learning models.
E. Conclusion and Recommendations

The conclusion of this study are:

a. Learning model development process anecdotes text for class X SMA Negeri 2 Padang wear 4D development model that consists of defining, designing, developing, and dissemination.

b. Anecdotal text learning model developed fulfills the validity, practicalities, and effectiveness.

Recommendations to be given in this research.

1. Should Indonesian teachers use learning model text for teaching student anecdotes about anecdotes text material.

2. Should the principal advocate for Indonesian teachers to wear anecdotes text learning model in teaching students in the classroom.

3. Should a representative study curriculum teaching model anecdotes text that can guide teachers in implementing Indonesian Indonesian language learning in the classroom, especially for text material anecdotes.

4. Should further research to develop a model of learning anecdotes text on a wider scale, for example studied in another school.

List of References


