

Fables Writing Skills for Class VIII Students of SMPN 2 Pakuhaji Tangerang

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ABSTRACT

The research background is that the low level of students' ability to write fables is inadequate. There are some students who have adequate writing skills but are lazy to write, because the learning system is monotonous and teacher centered. The problems raised are, (1) Is there an effect of the Problem Based Learning Model on the skills of writing fables in class VIII students at SMP Negeri 2 Pakuhaji Tangerang. The method used in this study is a Quasi-Experimental type of Nonequivalent Control Group Design using experimental and control class study groups. The purpose of this study was to increase the learning activities of class VIII students of SMP Negeri 2 Pakuhaji Tangerang during the learning process using the Problem Based Learning Model, and to improve skills in writing fables through the application of the Problem Based Learning Model to class VIII students of SMP Negeri 2 Pakuhaji Tangerang. This research was conducted in two stages, namely Pretest and Posttest. The results of this study indicate that the use of the Problem Based Learning Model in fable writing skills can improve students' writing skills. The increase in students' fable writing skills can be seen from the average learning outcomes of writing skills using the Problem Based Learning Model of 70, while the average value of the results of students' fable writing skills who do not use the Problem Based Learning Model is 63. It can be concluded that the learning outcomes of students' fable writing skills experienced a significant increase.

Key words: Problem Based Learning; Writing Skills; Fable Stories

INTRODUCTION

The etymological definition of fable comes from the Latin *fabulat*. Fables are stories about the lives of animals that behave like humans. Fables are a type of fictional story, meaning mere fantasy (fantasy) not a story about real life. Fables are often also called moral stories because the messages in fables are closely related to morals. The text of the fable story not only tells the life of animals, but also tells the life of humans with all their characters. The animals in fables have human-like characters. Some of their characters are good and some are not. They are honest, polite, smart, and happy to make friends, and do commendable deeds. There are

also those who are cunning, cunning, arrogant, deceitful, and want to win themselves.

Fables are the world's oldest literature. Its first author was a slave named Aesop. After Aesop, came Phadrus, one of the famous fable authors in the 1st century AD. In Germany, fables have been written and favored since the Middle Ages (Mittelalter), and developed rapidly during the reformation era (Reformationszeit). The most influential fable writer was Martin Luther who used fables as a medium for conveying his views on politics and religious life. However, it experienced a setback during the Barock era, but the fable really developed most rapidly during the Enlightenment Age (Aufklärung). At this time the famous fable writer from the German State was Lessing.

Humans cannot escape writing activities, the more someone does writing activities, the more experience they will get. Writing experience for a student is needed, in this case the teacher's attention to students who are less interested in writing activities needs to be improved. In general, students do writing activities if ordered only, because there is an assignment from the teacher. Writing activities will add insight and horizons of students. Therefore, in this study the focus was on writing fables, previously this writing activity was something students avoided because they were lazy and boring.

Based on interviews with the Indonesian teacher at SMP Negeri 2 Pakuhaji Tangerang Ebrison, the score for writing skills for Grade VIII students is below KKM 70 with an average score of 6.8. Because in the writing process there is a lack of interest in learning in students when writing activities, and other causes that greatly influence are environmental factors, both inside and outside school, which include interactions between peers and outsiders who rarely carry out activities. write. Based on experience (PPL) at SMP Negeri 2 Pakuhaji Tangerang in class VIII students, writing skills during the learning process were very low.

Because of the lack of interest in learning in students in writing activities and the difficulty of fostering motivation in students when the writing process takes place. So the symptoms that indicate a problem with the results of writing skills at school are: low motivation and interest in student learning in writing activities, both in class and at work at home, decreased results of daily tests which are characterized by obtaining low scores (below KKM), lack of motivation to study, poor study habits, play a lot, lazy to study and association between peers which is rare for writing activities.

Thus, it can be concluded that the skills of writing fables still need to be improved. To stimulate students to be able to imagine about the fables they produce, it is best not to focus students on static thinking in writing fables, but to free students to imagine and solve problems. Based on the literature review that has been carried out by researchers, researchers assume that the appropriate learning model to be used in learning to write fables is a problem-based learning model.

Problem-Based Learning (Problem Based Learning) is learning that uses real (authentic) problems that are not structured (ill-structured) and is open as a context for students to develop problem-solving skills and critical thinking as well as build new knowledge. Problem-Based Learning (Problem Based Learning) is a learning method that presents contextual to stimulate students to learn. Problem Based Learning is a learning method that challenges students to "learn how to learn", work in groups to find solutions to real world problems. Seeing the importance of the problems above, the writer will then examine with the title Fable Story Writing Skills for Class VIII Students of SMPN 2 PAKUHAJI TANGERANG.

LITERATURE REVIEW

Definition of Fables

The etymological definition of fable comes from the Latin *fabulat*. Fables are stories about the lives of animals that behave like humans. Fables are a type of fictional story, not a story about real life. Fable stories are animal stories that contain lots of moral messages that can give encouragement in everyday life, there are good messages that can be imitated or applied and there are messages that are not good, of course to be used as lessons and avoided.

According to Lestari (2014) fables are the highest form of parable literature which had developed around the 4th and 3rd centuries BC in the Bamboo Curtain Country (China), and in the 17th century BC fables were used as one of the typical literature where many a poet in ancient China who composed or collected fables. Fables were born in Greece in the 6th century BC. Fables are the world's oldest literature. Its first author was a slave named Aesop. After Aesop, came Phadrus, one of the famous fable authors in the 1st century AD. In Germany, fables have been written and favored since the Middle Ages (Mittelalter), and developed rapidly during the reformation era (Reformationszeit). The most influential fable writer was Martin Luther who used fables as a medium for conveying his views on politics and religious life. But suffered a setback in the Baroque era, but fable really developed most rapidly in the Age of Enlightenment (Aufklarung). At this time the famous fable writer from Germany was Lessing (p.6).

Fable Story Text Structure

Fable stories have a story structure that builds the integrity of its form and content. The following are important structures in fables.

1) Theme

According to Lestari (2014) the theme is the most important main idea in making a story. Likewise in fables that provide many ideas about the concept of humane life, even though the main characters in the story are animals (p.6).

2) Characters and Characterizations

According to Lestari (2014) the characters that play the main and supporting roles in fables are usually animals. The animal is then given an image as an animal that behaves in a certain way similar to the behavior of humans (p.7).

3) Background

The settings usually presented in these fables are traditional, such as natural places, mountains, rice fields, forests, beaches, and other places. Rarely is a fable told using a modern building setting, except for houses. Meanwhile, the time setting that is usually told in this fable is more towards the time of day, night, and morning. The time is never stated in detail, as is the case with clocks.

4) Groove

Plot or plot is a series of events that occur from the beginning of the story to the end of the story. Plot can be interpreted as a relationship between one event and another based on a cause-and-effect relationship. The plot consists of five stages, namely introduction, complication, climax, anticlimax, and resolution.

5) Point of View

The point of view used in fables is usually the third person singular. That is, there is a narrator whose job is to tell the characters in the story without having to interfere in various events.

6) Mandate

Mandate or moral message is the second important thing after the theme. The author will give a mandate at the end of the story by providing an explanation of the various kinds of consequences that can be experienced if humans are bad like the characters in the story. On the other hand, humans can get various benefits if they do good actions like those done by characters in fables.

In general, the structure of a moral story or fable text can be described as follows.

- a) Title
- b) Introduction, introducing who the actors are, what the perpetrators experienced, and where the incident occurred.
- c) Complications, conflicts arise and the actors begin to react to the conflict, then the conflict escalates.
- d) Climax, the conflict reaches its peak.
- e) Completion, the conflict is resolved and find a solution.
- f) Mandate or moral message (explicit or implied).

c. Steps to Write a Fable Story

According to Dalman (2014) the development steps in writing fables are as follows.

- 1) First determine the title and mandate to be conveyed.
- 2) Define your target audience.

- 3) Design the main events that will be displayed in the form of flowcharts.
- 4) Divide the main events into the beginning, development, and ending of the story.
- 5) Break down the main events into details of events as supporting stories.
- 6) Arrange the characters and characterization, setting, and point of view.

Definition of Problem Based Learning

According to Hosnan (2014) the Problem Based Learning Model is a learning model with a student learning approach to authentic problems so that students can construct their own knowledge, develop higher skills and inquiry, make students independent and improve self confidence. This model is characterized by the use of real-life problems as something that students must learn to train and improve critical thinking skills and problem solving and gain knowledge of important concepts, where the teacher's task must focus on helping students achieve self-direction skills. Problem-based learning, its use in higher levels of thinking, in problem-oriented situations, including how to learn.

Problem Based Learning includes asking questions or problems, focusing on interdisciplinary interrelationships, authentic investigations, collaboration and producing works and demonstrations. Problem Based Learning is not designed to help teachers provide as much information as possible to students. Problem-based learning, among others, aims to help students develop thinking skills and problem solving skills. In Problem Based Learning, learning attention is not only on acquiring declarative knowledge, but also acquiring procedural knowledge. Therefore, the assessment is not only enough with the test. Assessment and evaluation according to the Problem Based Learning Model is assessing the work produced by students as a result of their work and discussing the results of the work together. Process assessment can be used to assess student work (p.295).

RESEARCH METHODS

Design and Samples

The research approach in this research is quantitative research. According to Sugiyono (2012) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples. Class VIII students of SMP Negeri 2 Pakuhaji Tangerang is used as the sample.

Instrument and Procedure

Data collection uses research instruments, data analysis is quantitative or statistical, with the aim of testing the established hypothesis (p.8).

Data Analysis

The type of research method used in this study is a Quasi-Experimental research method of the Nonequivalent Control Group Design type. According to Sugiyono (2012) this design has a control group, but cannot fully function to control external variables that affect the implementation of the experiment (p.77). This research was conducted in two stages, namely Pretest and Posttest.

Table 3.2
Research design *Nonequivalent Control Group Design*

Group	<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
Experimental	Y _E	X	Y _E
Control	Y _K	–	Y _K

Information:

YE : Pretest/Posttest result data for Experiment class

YK : Pretest / Posttest result data for Control class

X : The Experimental Treatment

RESULT AND DISCUSSION

After testing the hypothesis, the result is that the null hypothesis is rejected, which means accepting the working hypothesis (H1). This shows that the group of students who were given the Problem Based Learning Model material for Fable Story Writing Skills for class VIII students of SMP Negeri 2 Pakuhaji had higher results when compared to students who were not given the Problem Based Learning Model.

The average learning achievement of students' Fable Writing Skills who were given the Problem Based Learning Model was 70, while the average result of the Fable Story Writing Skills of students who were not given the Problem Based Learning Model was 63. The experimental class average was higher than the control class average. Providing a Problem Based Learning Model during Fable Story Writing Skills can help students to solve real problems and can foster critical thinking patterns. The results showed that there was a significant effect of giving the Problem Based Learning Model in the Fable Story Writing Skills of Class VIII Students of SMP Negeri 2 Pakuhaji Tangerang.

CONCLUSION

From data analysis and discussion of research results, it can be concluded as follows:

1. The use of the Problem Based Learning Model is very effective for increasing student motivation in learning. This can be seen from the average score obtained by 70 and the standard deviation of 6.3 which is included in the good category.

2. The results of this study indicate that there is an influence between the Problem Based Learning Model on the Fable Story Writing Skills of Class VIII Students of SMP Negeri 2 Pakuhaji Tangerang. Evidenced by the value obtained from the F test results obtained $F_{count} = 0.94$ and $F_{table} = 1.85$. Thus $F_{count} = 0.94 < F_{table} = 1.85$, it can be concluded that the sample comes from a homogeneous population. The values obtained from the t-test obtained $t_{count} = 26.88$ and $t_{table} = 1.699$. Thus $t_{count} = 26.88 > t_{table} = 1.699$, it can be concluded that the null hypothesis (H_0) is rejected and the working hypothesis (H_1) is accepted.

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