The Developtment of Creative Writing Model on Short Story Based Siri' Na Pacce at the XI Class Senior High Schools in Makassar

by Tarman Muh. Arief Muhsin

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Tarman, S.Pd., M.Pd.[1]

Muh. Arief Muhsin, S.Pd., M.Pd.[2]

Muhammadiyah University of Makassar, Faculty of Teacher Training
Muhammadiyah University of Makassar, Faculty of Teacher Training
tarman1971@ymail.com; arief.m@unismuh.ac.id

Abstract

The research was a development model in teaching of creative writing short story based siri'na pace. The purpose of this study was developing and producing the form of book learning model and the devices. The method used in this research was the development of Plomp model. The results of this study was the prototype of creative writing model or Menulis Kreatif Cerpen called MKC-1 siri'na pace (hypothetical model), while the process of developing the fourth phase performed validation and testing to produce a series of MKC siri'na pace model valid, practical, and effective. The purpose of testing the model of MKC siri'na pace did in learning by following the syntax of the MKC siri' na pacce model which consists of four phases, namely: Phase-1 information, motivation and apperception, phase-2 construction concepts and principles of learning to write in groups, phase 3 the percentage of the group, and phase 4 percentage of classical. The results achieved through the process of testing the model were as followed. 1.2 trials were not yet eligible to be expected, but in trials 3 increased drastically and leaded to the positive, both models, as well as learning device meets the criteria of validity, practicality, and effectiveness. The result showed the student learning outcomes also increased in teaching. In other words that the model MKC- siri' na pacce very feasible in high school in the city of Makassar.

Keywords: *Creative writing short stories, the MKC siri' na pace model.*

1. Background

The emphasis of the implementation the 2013 curriculum in Indonesia aims to motivate learners or students, better able to make observations, ask questions, reasoning, and communication (present), what they earn or they know after receiving learning materials. Through this approach we have the competence expected student attitudes, skills, and knowledge is much better. They will be more creative, innovative, and more productive, Preliminary observations made in relation to the authors of this research plan is found that the role of cultural elements on Bugis-Makassar in learning activities. The role in giving question, among others: (1) the tendency of students who have the ability on average to provide assistance to students who have difficulty completing tasks. This is a manifestation of the *siri' na pacce* owned by the students. In addition, it is also the spirit of the students to demonstrate creative ability to write short stories.

Usage-based learning model *Siri' na Pacce* in the teaching-learning process, especially writing short stories, not only enabling students can capture the essence of learning that takes place in class, but also can be used as a means to build the nation's character. Phenomenon in the field gives us an overview of that culture *siri'na pace* less internalized within individual's students. The emergence of the attitude of anarchism, selfish (individualistic), insensitivity to others, in her social tend to be young not appreciate the older, use words that are inappropriate / profane, and others into the image that *Siri na Pacce* as a vital tool of culture Bugis-Makassar no longer be relied upon to act for some students in Indonesia, particularly students of the class XI Senior High School in Makassar.

Based on the background above, the researchers formulate the problem this research; "how was the process and the results the development model of teaching creative writing short stories based *Siri' na Pacce* (MKC siri na pacce) at the class XI students in senior high schools of Makassar?

The purpose of this study were formulated and constructed the models of teaching creative writing short stories the students in class XI at senior high school in Makassar.

Results of this research would be useful theoretically and practically. Theoretically, this study expected to be the literature and enrichment theories on learning model-based creative writing short stories *Siri na Pacce* at the class XI

students in senior high schools of Makassar. It can be used as a reference and enrichment theory in writing scientific papers subsequent relevant.

2. Literature Review

This section describes the theory as the reference in reviewing Development Learning Model-Based Creative Writing Short Story *Siri na Pacce* at the class XI students in senior high schools of Makassar. The theory is used as a reference is the Learning Model. Writing, Short Story, Short Story Creative Writing, and *Siri Na Pacce*.

1. Learning Model
   a. Understanding and Learning Model Components
   b. Model Development
      To develop an instructional model Plomp (1997) suggests a model that is more common in designing education (including learning). This model consists of 5 stages: Initial Assessment Phase, 2) Design Phase, 3) Phase Realisation / Construction, 4) Phase test, evaluation, and revision, 5) Implementation Phase.
   c. Component Learning Model-based Creative Writing Short Story *Siri na Pacce*
2. Creative Writing Skills
   a. Understanding Writing, b. Writing Itself, c.Proses Learning Writing, d.Strategi Learning Writing in high school.
3. Short Stories
   1 Creative Writing Short Story
5. Siri na Pacce
   a. Understanding Siri
      1) The etymological meaning: *Siri* word 'literally be interpreted as an "embarrassment or shame" (Mattulada, 1995: 28). In his dictionary B.F. Matthes also sets *Siri* 'with the word "Schemed, *Beschaamd, Shroomralig, Verlegen, Schaamte, and Eergevoel* as a historical Meaning. Conception of *siri* ', who had been known and lived among the Bugis-Makassar. This can be seen in "*Surek Selleang I Laga Ligo* that a literary manuscript famous Bugis" (Mattulada, 1995: 89).
      2) The cultural meaning: Siri 'in cultural terms is the "dignity (Value), Dignity (Dignity), Honor (Honour), and self-esteem (high respect, self-esteem)". Salambasjah (1966: 5) Giving understanding to the concept of the series: "shame, the driving power to destroy anyone who offend one's sense of honor or impetus for work or trying as much as possible".
   b. Understanding Pacce: *Siri Pacce* (in Makassaris), *Pesse* (Buginis) means stinging or burning deep (Mattulada: 1995: 69). According Sirul (2003:
      3) The word "*Pacce* in Makassar culture meaningful sense of compassion and encouragement to evoke a sense of solidarity with the suffering experienced together". Arfah, et al., (1991: 29) argues that *pacce* is the feeling that rises from the heart that can stimulate to action.
      Pelras (2006: 252) argues that *Pesse* (Language Bugis) or full *Pesse Babua* means to feel the pain of others in the stomach itself, indicates compassion (empathy) deep to the neighbors, relatives or fellow members of a social group

3. Framework

The development model of creative writing short stories based Siri na Pacce is one form of alternative development model of language learning and literature, especially creative writing short stories. Learning Model is intended that students skilled in conveying his ideas in detail and be able to develop the story with ease according to the principles and values Siri na Pacce built through creative writing stories.

Simply put, the flow of this study are described as follows:

The conceptual framework
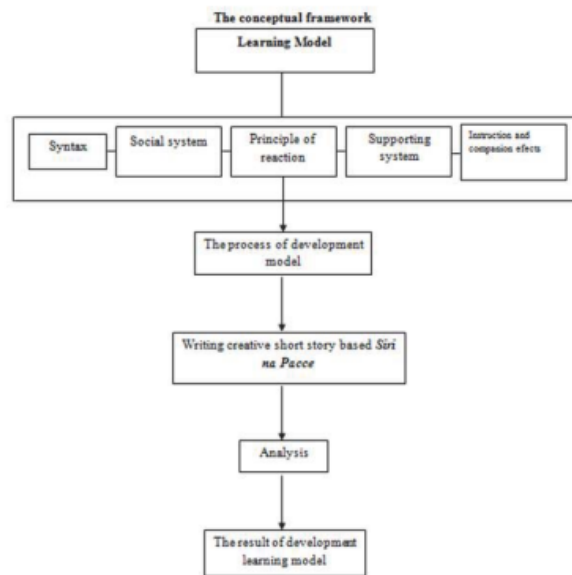
4. The Research Method

This study were research and development (developmental research), which is conducting research on the development of a product development process accurately described and the product obtained is evaluated. The development model of creative writing short stories based *Siri na Pacce* is one form of alternative development model of language learning and literature, especially creative writing short stories. Learning Model is intended that students skilled in conveying his ideas in detail and be able to develop the story with ease according to the principles and values *Siri na Pacce* built through creative writing stories.

To support the development of Short Story Writing Learning Model-based *Siri na Pacce*, the device also developed learning and research instruments.

5. The Research Result

5.1 The Outcomes of Development Instruments

a. Instrument validity: All sheets of validation that has been developed at the stage-3 (realization) through modification of instruments developed by Ratumanan (2003), Khabibah (2006) and the Dervish (2007) hereinafter discussed with colleagues for revision purposes.

b. Instruments Practicality: Based on the calculation of reliability assessment sheet instruments feasibility of applying the model of *siri'na pace* 2 (two) valuator obtained reliability coefficients (PA) of 0.80. The coefficient of reliability of the instrument observation sheet keterlaksanaan series models na pacce obtained after tested was R = 0.81.

c. Instrument Effectiveness: Instruments effectiveness na pacce series models include four (4) instrument, namely;

1) Test Sheet Learning Outcomes: Sheets achievement test consisting of 6 numbers and problem-shaped because the description. Once tested against 42 students in senior high schools of Makassar obtained reliability coefficient R = 0.73 (high). All about having a good coefficient of sensitivity (greater than or equal to 0.30) and all matter had a validity coefficient sufficient / high

2) Observation Sheet Students Activities: This observation sheet includes three aspects, namely the instructions, the types of student activities, and tables to record the frequency of student activity every 5 minutes.

3) Observation Sheet Capability Teachers Manage Learning Model *seri' na pace*

The data from the observations of two observers were analyzed and obtained the reliability coefficient R = 0.76 (height) fit for using in learning to write short stories

4) Student Response Questionnaire: Data analysis test results indicate that the instrument was feasible to be used further (it has a high reliability coefficient is R = 0.79).

5.2 The results Validation of seri' na pace model

An explanation of the results of the analysis of the model *siri'na pace* described as follows.

(1) The average value of total validity Model *siri'na pace* obtained V = 3.54. in the category of "valid" (3.5 ≤ V <4.5) in accordance with Chapter III.

(2) The average value of *siri' na pacce* validity of the model *siri' na pacce*, specifically for components supporting theories were 3.00 (quite valid).

(3) The average value of validity for the components of the social system, the principle of the reaction, the impact of interactional and accompanist, and implementation learning model respectively were: 3.75; 3.45; 3.50; 4.31; 2.88; and 3.88.

In point (2) above the average values obtained validity component supporting theories of 3.00 means that only included in the category of valid (2.5 ≤ V <3.5). This was as a result of the low value of the average for the cultural aspects of the *siri'na pace* was only 2.5. Therefore, although the overall average value of the validity of the model *siri'na pace* already were in the category of invalid value is V = 3.54, but due mainly supporting the theory component of the concept of culture *Siri' na pacce* series had not been met, namely that only V = 2.50 *siri' na pace* model not met the validity criteria.

After the revision, the manuscript *Siri' na pacce* model validated by Bugis Makassar culture. The value given by the valuator respectively 4 and 5 (average 4.5). Thus the average value of validity to support the theory component increased from 3.00 to 3.40 and the average total value changed from 3.54 to 3.59.

5.3 The result validation tools of learning siri na pace model

The tools used as supports model of *siri' na pacce* including; (1) Lesson Plan (LP-1 to LP-4), (2) Student Activity Sheet (Sheet job-1 to Sheet job-4) and the Textbook had been validated by valuator. .

Furthermore, after the revision of the devices above (LP-1 to LP-4 and Textbook), it requested validation back on both valuator. After the researcher analyzed, the results were as follows:

a. The average value of the validity of the LP-1 on the validation I increased from 2.25 (less valid) to 4.25 (valid)

b. The average value of validity job steet-1 on the validation I increased from 2.5 (quite valid) to 4.00 (valid)

c. The average value of validity Textbook on validation I increased from 2.5 (quite valid) increased to 4.50 (very valid)

5.4 The analysis of testing result

The testing of *siri' na pace* model did of three (3) times, to obtain models that meet the criteria of a practical and effective. The tests performed after fulfilled the criteria of validity of the model as well as instruments and devices accordingly. Tests performed class XI students in senior high schools of Makassar

The results of testing the practicality and effectiveness of the *siri' na pace* model each test described below;

a. Practicality Test Analysis on Trial I: Based on the results of feasibility analysis *siri' na pace* model for each meeting on Trial I, the data showed the average score of action (T), namely: in the first meeting scores T = 2.69 T = 2.81 second meeting, the third meeting T = 3.06, and the fourth meeting of T = 3.16. The data showed that the model feasibility criteria had not suitable with the target for each meeting on the trial I. As well as on the results of Trial I, it appeared that most of the aspects didn't implemented are those related to teachers and students so that the revision didn't do on the device but rather giving directives / instructions for teachers on these aspects prior to trial.

b. The Practicality Analysis of Trial II: Based on the results of feasibility analysis of the *siri' na pace* model obtained an average score of two observers, namely T = 3.20. Therefore, based on the criteria outlined, it can be said that the model had not been done according to the criteria. Therefore, it need to be revised in the next

trial.

Based on the analysis, the action of *siri' na pace* model for each meeting in trial II, it obtained an average score T of 2 observer, namely at the first meeting of a T score = 2.88, the second meeting score of T = 3.16, the third meeting scores T = 3.34 and the fourth meeting score T = 3.41.

c. Practicality Test Analysis of Trial III: The result analysis of feasibility *siri' na pace model* were the average score of the action models of two observers, namely T = 3.65, where as the model feasibility criteria outlined (3.5 ≤ T <4.5) most aspects implemented, the conclusion of the trial was the model had not been done according to the criteria of feasibility.

According to result analysis, the *siri' na pace* model an the practically result was showed that it model very practice used I teaching.

d. The Effectiveness Analysis on Trial I
   (1) The Results of Study
   (2) The ability of teachers to manage learning
   (3) The Student Activity
   (4) The Students response

According to the criteria of development model, the conclusion showed that the trial I *siri' na pacce* model wasn't effective.

e. Test analysis on the effectiveness of Trial II
   (1) The results study: The analysis data on achievement test gave at the end of the trial II, it obtained that approximately 73.8% of students who received a score of 6.5 and above. Thus, according to the criteria specified in developmental theory, the student learning outcomes not meet the expected criteria.
   (2) The ability of teachers to manage learning: The result of data analysis to teacher managed learning in trial II showed average score 3.34. Therefore, based on the criteria in developing model showed teacher ability in managing learning process wasn't effective.
   (3) The students' activity: The result of data analysis to the student activity on trial II, there were only four types of activities that might be fulfilled that is activity-1 listening to the teacher's explanation, activity-2 reading a textbook or worksheet student, activity-3 tasks contained in worksheets, and activitie-4 inquiry or request assistance or provide assistance to the friends group. Therefore, based on the criteria in developing model showed teacher ability in managing learning process wasn't effective
   (4) The students' response: The result of data analysis to the students' response learning in trial II showed that approximately 64.29% of the students who responded positively in learning by using *siri' na pacce* model. Thus it can be said that trial-II, the students responded positively in learning by using *siri' na pacce* model.

Based on the criteria of effectiveness can be concluded that in trial-II in learning by using *siri' na pacce* model was effective.

f. Test analysis on the effectiveness of Trial III
   (1) Results of Study: The data analysis of the test results in learning showed that approximately 88.4% of students who received a score of 6.5 and above. The learning outcomes of students met the criteria expected. The ability of teachers to manage learning showed the average score of 3.81. has been as expected. Similarly, the students activity reached according to expectations and student responses about 79.07% of the students who responded positively in learning by using *siri' na pacce* model. It made conclusion that in trial-III, the students gave positively response in teaching by using *siri' na pacce* model.

Based on the analysis in trials, *siri' na pacce* model met the criteria of validity, practicality and effectiveness, it made conclusion that *siri na pacce* model had good quality.

6. Conclusion

1. The theory of development used to develop a model-based learning to write short stories MKC-1 *siri'na pace* was a modification of the theory of development Plomp (1997). Phases of development to be taken, namely (a) the preliminary investigation phase, (b) the design phase, (c) the realization phase, and (d) a phase of testing, evaluation, and revision. The process of development in the first three phases produced prototype Model MKC-1 *siri'na pace*, while the process of developing the fourth phase was to perform validation and testing to produce a series of model MKC-1 *siri'na pace* valid, practical, and effective. for the purpose of

testing the model MKC-1 *siri'na pace* did learning by following the syntax of the model MKC-1 *siri'na pace* which consists of four phases, namely: Phase-1 information, motivation and apperception, phase-2 construction concepts and principles of learning to write short stories in groups, phase -3 percentage of the group, and phase 4 percentage classical. The results achieved through the process of testing the model are as follows.

    a. Trial I: The results obtained as follows. (1) Model MKC-1 *siri'na pace* not practical, because the criteria had not been met so that the model made revision of the learning device. (2) Model MKC-1 *siri'na pace* had not been effective, because the learning outcomes had not been achieved according to defined criteria, the teacher's ability to manage learning has not been as expected and the activity of the students had not been as expected, was the response of students in the positive category.

    b. Trial II: Results achieved as follows. (1) Model MKC-1 *siri'na pace* not practical, but aspects that need to be addressed not many such trials 1. (2) Model MKC-1 *siri'na pace* had not been effective, because the learning outcomes had not been achieved according to defined criteria, the teacher's ability to manage learning has been as expected and the activity of the students have not been as expected. Being positive response of the students in the category

    c. Trial III: Results achieved as follows. (1) Model MKC-1 *siri'na pace* of practical (in addition to the Model MKC-1 *siri'na pace* feasible, were also components of the Model MKC-1 *siri'na pace* already mostly done). (2) Model MKC-1 *siri'na pace* effective (learning outcome achieved according to the criteria, student activity had been as expected, the ability of teachers to manage learning classified as "high", and the response had been positive towards learning students).

2. Model MKC *siri na pacce* with the syntax: (a) information, motivation and apperception, (b) construction concepts and principles, (c) the presentation of the group, and (d) the percentage classical, which meet the criteria of valid, practical and effective has been obtained through a process of development. Therefore, the aim of obtaining MKC-1 *siri'na pace* -quality series had been reached. Model MKC-1 *siri'na pace* was the result of development that includes components: rational, theoretical support, syntax, reaction principle, social systems, and instructional impact.

3. The specific findings considered important in the study despite not actually designed, among other things: the trials I, there were 6 of the 40 students who earn a maximum of 5.5 and none of the students who received grades of 8.6 and above. There were 3 students who only responded positively to a maximum of five aspects of the 20 aspects of learning and there were 17 students who gave a positive response to at least 15 aspects. In the second trial, there were two students who obtain the maximum score of 5.4 and no students who received grades of 8.6 and above. No student who responded positively to less than 5 aspects of the 20 aspects of learning and there are 18 students who responded positively to at least 15 aspects. At trial III, is 1 students who received grades of less than 5.5 and there are 3 of the 40 students who received grades of 8.6 and above. No student who only responded positively to less than 5 aspects of learning, and there are 36 students who responded positively to 15 or more aspects.

In other words, in addition to the students respond positively to write a short story based MKC-1 *siri'na pace*, it was feasible in high school in the city of Makassar

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