

The Learning of Writing Experience Stories for Elementary School Students in Banyumas Regency (Exploratory Study)

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ABSTRACT

Literacy is one's ability to digest information through listening, speaking, reading, and writing skills. A child is expected to master the four skills and be able to implement them in everyday life. The four language skills are a unity that is closely interconnected. A person's language reflects his thoughts. The more skillful one uses language, the clearer one's mind is. That is why cultural literacy needs to be developed to acquire language skills. From the initial survey result, it is known that the ability of the elementary school students in Banyumas Regency in writing personal experience stories is still low compared to other literacy skills. Therefore, the development of effective learning model to improve writing skill is needed. The development of learning model needs to be done because not all learning models can be effectively used in class. One of the learning models of writing experience stories that can be developed is a learning model of writing dialogue-based stories, uses a scientific approach, and contains edutainment elements. With this model, the learning of writing experience stories is easier to be applied by teachers, interesting, and fun for students.

Keywords: *model development, learning of writing, experience stories, dialogue-based*

Background

Cultural literacy is the integration of listening, speaking, writing, reading, and critical thinking skills. Cultural literacy aims to undertake a thinking habit followed by reading and writing activities that can create a work. Cultural literacy in Indonesian learning is divided into four competencies, namely listening, speaking, reading, and writing. Cultural literacy is taught through learning in school. Indonesian learning is expected to be implemented by students in living. The process of obtaining listening and reading abilities is called receptive ability, while the process of obtaining speaking and writing abilities is called productive ability. Receptive and productive abilities in language are two sides that support each other, fill each other, and complement each other. Someone who wants to develop speaking and writing abilities must listen and read a lot. From listening and reading activities, information to be spoken and written will be obtained. The written information has to go through a process called writing activity. The writing activity can be gained by students from learning Indonesian.

Educators should understand the concept of literacy steadily in order to develop and explore student competencies. Indonesian learning is expected to alter the habit from teaching to educating students of language or literature. There

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are several research results related to literacy. The *first* is the study conducted by Maunye *et al.*, (2014: 30). The data collection technique in this study is conducted by questionnaires. Descriptive statistics is used to describe and summarize the data on the types of teaching strategies used. Teaching strategies are used to improve learning. The data show that the teaching strategies used to build cultural literacy require active participation of students. The teaching strategies require the active participation of students when formal writing activities, informal assignments, class presentations, group sessions, clinical case studies, and role plays as a form of literacy activities. Student personal development includes reading and writing habits.

The habits of reading and writing cannot grow by themselves. Civilizing or familiarizing people with reading and writing needs a process. Indigenous people possessing very strong local wisdom are rarely incorporating the culture of reading in their customary environment, which is the oral culture. In fact, the competencies of reading and writing are needed in society. The reading habit will make writing activities easier. The writing activities will become easier if provided by the reading habit.

The *second* is the study on literacy conducted by Norris (2014: 263). The literacy in this study includes several related activities: (1) reading requires experience on social activities; (2) reading science fiction is required to improve competence; (3) informal reading initiative can be productive if finding the right way. The abilities to read and write can be gained through the experiences of adults and children. The experiences of adults and children about literacy are interrelated. This research affirms that cultural literacy especially reading and writing can be developed through the experiences obtained by adults and children. Experiences related to social activities and reading habits of science fiction can improve competence. Oral and written cultures are a means of communication with others.

Communication can be done directly and indirectly. Oral communication includes direct communication, whereas written communication includes indirect communication. The ability to write needs to be continuously trained for producing works as expected. There is an assumption that writing is considered as proficiency that is not easily mastered than other types of language skills. It is because the writing is not merely copying words and sentences but also developing and giving thoughts in a structure of well-organized writing. Good writing can be obtained from the process of continuous, systematic, disciplined learning and practice.

Literature Review

Knowledge, concepts, principles and procedures that must be taken in writing activities are required in order to write well. It is strengthened by Tarin's opinion (2008: 3) which explains that writing activities are the skill of language use that is performed for indirect communication, not face to face with others. Oral and written communication is commonly called dialogue. Contact communication is not always possible with face to face. In order for

communication to run smoothly and without obstacles, the ability of language use is required, namely the ability to write.

There are two things that are necessary to achieve the ability to write, namely the linguistic knowledge to compose writing and practice time for sufficient writing. Practicing systematically, continuously, and with full of discipline is a kind of skillful writing formula. Provisions to practice are not only willingness but also knowledge, concepts, principles and procedures that must be taken in writing activities. The knowledge of writing can be learned and the constant practice can be done to obtain good writing.

One form of nonfiction writing highlighted in this research is the experience story. Everyone has different experiences in his life. The experience one earns can be pleasant, less, even unpleasant. There is a tendency to share experiences with others. Sharing experiences with others can be done orally and in writing. The experiences conveyed to others orally can be through direct dialogue. The experiences delivered to others in writing can be through experience stories.

The ability to write experience stories is one of the competencies that must be mastered by elementary school students. The activity of good and proper Indonesian language use habit is expected to be done for elementary school students to build character education. Good and proper Indonesian language use to shape this character can be done orally and in writing. Character education can be used as a tool which is capable of guiding students into human beings who have good and strong behavior, moral, and national character.

The role of teachers in teaching and learning activities is not simply to run the process mechanically on the basis of existing conditions but also to responsibly carry out their duties. Asmani (2013: 182) argues that to be an ideal teacher, an educator must have good writing skills. During this time, the writing ability of many teachers is low. They are stuck with their teaching duties, being self-sufficient as science consumers or socializing science with dynamic and progressive ideas. In fact, they must provide writing lessons for students.

Teachers who do not have the proficiency to write well may not be able to teach their students to write well. Therefore, teachers must be creative and innovative so they can teach good writing to students. The same thing is also conveyed by Rizali (2009: 13), which is having and getting teachers with prime qualities are increasingly necessary, considering the world of education is experiencing changes as fast as the worlds of science and business. It means that if teachers are still as their own ways and do not want to improve themselves, they will be left behind from the progress and civilization of the times. Rizali (2009: 67) states that creating teachers with excellent qualities is an educational challenge of all time.

Nearly similar to Mulyasa's opinion (2006: 36) which says that teachers should be able to encourage students to do the right things and accustom them to take responsibility for their every action. Teachers not only act on giving encouragement but also as educators who become figures, role models, and identification for students and their environment. Consequently, teachers must have certain personal quality standards that embrace responsibility, dignity, self-reliance, and discipline.

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Wena (2011: 11) conveys that in the process of learning, the media used by teachers must be in accordance with the objectives of learning that have been set so as to stimulate and foster the students' interest in learning. The existence of positive interaction between the learning media and students will ultimately be able to accelerate the process of student understanding of the content of learning. The use of media in the learning process depends on the ability of teachers who use them so that the success of learning can be achieved. This is confirmed by Wena (2011: 14) who declares that the success of teachers to apply a learning strategy highly depends on the ability of teachers to analyze existing learning conditions such as learning objectives, student characteristics, learning resource problems, and characteristics of the field of study.

In relation to learning strategies, Wardani (2009: 63) has the assumption of learning strategies which are closely related to the plan of learning activities including the use of model and utilization of learning resources to achieve a learning objective. The achievement of learning or teaching can be done in various ways.

According to Suyono and Hariyanto (2012: 17) today's teaching is considered equivalent and identical to active student learning. Teaching is seen as a system consisting of components that are interdependent, organized among students' competencies, learning materials, subject matter, methods, approaches, media, learning resources, class organizations, and assessments. Further, Suyono and Hariyanto (2012: 9) argues in the context of being learned or process of acquiring knowledge, according to the conventional scientific understanding, human contact with nature is termed as experience.

Experiences that occur repeatedly generate knowledge, student exploration, knowledge discovery. The experiences gained by students can be applied to writing for interesting stories. The ability to write experience stories for elementary school students is the focus of this research. Elementary-aged children are interesting to be discussed in this research because it has unique characteristics. Desmita (2011: 35) conveys that the average age of Indonesian children when entering elementary school is six years and finishes at the age of twelve years. At the age of elementary school, children can already react to intellectual stimulation, or carry out learning tasks that demand intellectual or cognitive abilities.

Education for children need to be suited to the children's interests and developmental stages. The application of playing games in learning is so significant that the teaching and learning process is not boring, but it becomes a fun learning environment. Teachers should be able to create the atmosphere and learning process which is fun, comfortable, not weighing students, free from pressure, and away from boredom. Learning inside or outside the classroom is expected to make the students feel good to be interested in the materials provided by the teachers. Fun learning can be reached through the method of edutainment.

The definition of edutainment according to Hamid (2013: 17) is a learning process designed in such a way so that the capacity of education and entertainment can be combined harmoniously to create a pleasant learning. Edutainment is trying to teach or facilitate social interaction to students by

incorporating various subjects in the form of entertainment that is already familiar to them. The examples of edutainment are television shows, computer games, movies, music, multimedia devices, puzzles, singing, clapping, and so forth.

Edutainment activities can be multi-faceted such as storytelling, games, puzzles, games in teaching, knowledge transmission, intellectual skills, strategic skills, readings of religious books, literature, novels, magazines, romance, technology sophistication, computers, electronic dictionaries, multimedia technology, and others. Edutainment activities are packaged in such a way so that learning is more interesting. The subject matter is still given by the teachers, interspersed with edutainment. Edutainment activities in a learning model to writing experience stories are meant that the learning becomes more interesting and fun for students. Edutainment activities in the learning model of writing experience stories tailored are adjusted with the capabilities of each teacher.

Research Methodology

This study is conducted by following the procedure flow of R & D (Research and Development). According to Sugiyono (2008: 407) Research and Development means a research method that is used to produce a particular product and test the effectiveness of the product. This research includes in educational research so that it can be classified into Educational Research and Development. Sukmadinata (2008: 89) divides the procedures into four main stages. They are: (1) exploration or preliminary stage; (2) model development stage; (3) model testing stage; and (4) model dissemination and implementation stage. This research refers to Sukmadinata's theory.

The research strategy used at this stage is descriptive qualitative. Descriptive qualitative is by digging information widely, comprehensively, and deeply. The research at this stage is undertaken to obtain in-depth information on the followings: (a) direct responses from teachers in relation to the teaching model of writing experience stories for elementary school students who have ever used it; (b) knowing the learning model that needs to be developed based on the teachers' assumptions; (c) real conditions in the field about the effectiveness of the application of existing learning model; and (d) real conditions about teachers' needs connected to the learning model, especially on the materials of writing experience stories for elementary school students.

At this exploration stage, the required data consist of field interviews, observations, lesson plans, syllabus, students' essays, and research journals. Those data are gathered from several sources which are: (a) informants, namely the fifth-grade teachers of elementary school, the fifth-grade students of elementary school in Banyumas Regency, and two experts; (b) activities, including teacher and student activities in the field when the learning process of writing experience stories takes place; (c) research results related to the learning of writing; and (d) experts' theories and views of the needs in the 21st century.

There are several data collection techniques used by the researchers to collect research data. In line with Musfiqon's opinion (2012: 116), there are five techniques in the data collection which are: (a) interview; (b) observation; (c) questionnaire; (d) documentation; and (e) test. Meanwhile, analyzing the data in

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this research is done with the following steps: (a) analyze the data (data analysis), in this study it is related to the conventional learning model; (b) revise the data (data revision) which covers the linkage of inter-aspect language (network), summary or concluding material (structured summaries), and manuscript material (manuscript material); and (c) verify the data (data verification) conducted by peer-debriefing techniques to obtain accurate research findings.

Associated with the mastery of students' writing skills in the elementary school, the researchers have conducted an initial survey of 15 fifth-grade teachers from 14 elementary schools in Banyumas Regency. The respective fourteen elementary schools consist of one private-excellent elementary school, two private MI schools, three MBS state elementary schools, five state elementary schools in the city, and three state elementary schools located in rural or remote areas.

Research Findings

The learning of writing experience stories is done by several fifth-grade teachers from different schools. The teachers in implementing the learning of writing experience stories have used the learning model. The learning model of writing experience stories by teachers varies. The analysis of the teachers' needs associated with the use of learning model of writing experience stories for elementary school students during this time can be described as follows.

First, the teachers do not understand and apply the learning model well. The teachers find it difficult and confusing to determine the appropriate learning model in teaching to write experience stories for elementary school students.

Second, the syntactic learning model that will be developed later requires group activities, observations, keywords, and concept maps. Group activities or discussions to solve problems are given by the teachers. Observational activities can be done by group members monitoring the subjects of observation such as pictures, environments, or videos. Keywords are given to the teachers. The purpose of giving keywords is that the students more easily develop sentences which form paragraphs. Creating concept maps is required to make it easier for the students before writing experience stories.

Third, dialogue activities have not been widely used by the fifth-grade teachers in the learning of writing experience stories. As a matter of fact, the dialogue is very helpful for the teachers and students to express something. The required dialogue is not only one-way but also two-way or three-way. The dialogue conducted by the teachers so far is mostly done in one-way among teachers and students. Two-way and three-way dialogues have not been encountered by the researchers during the observations and interviews. *Fourth*, in order for the learning of writing experience stories for elementary school students to be more exciting and fun, there needs to be edutainment elements. The elements of edutainment are necessary in learning so that the students are not bored, and learning is more alive.

Meanwhile, the analysis results of the students' needs related to the use of learning model of writing experience stories for elementary school students during

this time can be described as follows. *First*, the students encounter difficulties in writing the experience stories. The difficulties found by the students occur in developing sentences in the stories, finding ideas in the storytelling, and still lacking the ability of writing structure. The students' creativity is not optimum yet, so in developing the sentences, the students are still hesitant and afraid of being wrong. The writing and development of the stories still do not correspond to the enhanced spelling. The use of capital letters, improper writing of titles, and hyphenation still do not meet the teachers' expectations.

Second, the students need pleasant and not overly burdensome learning situations to write experience stories for elementary school students. The students' experiences are packed into interesting stories to be read for themselves or others.

Third, the students need dialogue to share the experience with others. This can be done by question-answer and discussion methods. The students require not only two-way but also three-way answers. Three-way is meant from teachers to students, students to teachers, and students to students. In addition to training the students' courage, they can also explore the students' ability to tell stories orally. *Fourth*, the keywords and concept maps are required by the students in learning to write the experience stories. The keywords and concept maps help the students develop the written experience stories. *Fifth*, the media needed in the learning of writing experience stories can be direct objects, series or single images, photos, cards, internet, and video. The media is very helpful for students in expressing ideas in the form of stories. The students feel happy and interested in the ongoing learning.

Sixth, the students need more challenging and fun learning environment. The learning that contains too many explanations from the teachers is less enjoyed by the students. The students will tend to be passive, just listening to and writing the teachers' explanations. Therefore, when the teachers give assignments, the students will feel confused. A scientific approach is one of the alternatives that can make the learning atmosphere more challenging and fun.

Discussion

This study aims to develop a model for the learning of writing experience stories for elementary school students. This research is a development research that aims to produce a product of the learning model of writing dialogue-based experience stories in an elementary school. The developed learning model of writing experience stories is dialogue-based, using a scientific approach and containing the elements of *edutainment*. The dialogues used in this research can be either oral and written. The dialogues are commonly used in the elementary school to communicate between teachers and students, students and students, teachers and teachers, students and teachers with others. According to Elfindri (2012: 125), it is needed to build the children's ability to communicate because that is the most required skill in learning. In communication with others, it takes a tool, namely language. Sunarto (2009: 137) opines that language is a means of communication used by someone in his association or relationship with others. The use of language becomes effective since an individual can communicate with others.

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The dialogues between teachers and students, students and students, teachers and teachers, students and teachers with others are used to explore information related to pleasant or unpleasant experiences. The dialogues using a scientific approach embody the steps of observing, asking, reasoning, and trying or analyzing. Observational activities are undertaken by the students to monitor the students' experiences. Asking activities are performed by the students referring to the five Ws and one H, *what, where, when, who, why* and *how*. Student reasoning activities are done by connecting the information that has been obtained and then arranging it into an interesting story. The activities of trying or analyzing are done by the students when conveying the experiences to other students or teachers orally.

Apart from using the scientific approach, the dialogues contain the elements of edutainment, namely fun and entertaining education. Edutainment used in the learning model of writing dialogue-based experience stories is adapted with each teacher's expertise. Many kinds of edutainment can be done by the teachers for more interesting and fun learning. Learning activities are expected to be active, innovative, creative, effective, and fun. The word *fun* has not been implemented in learning, but it is merely a theory that will be performed. The needed learning model is a dialogue-based learning model using a scientific approach and elements of edutainment. This model is developed so that the learning of story-writing is more fun and can evolve the writing ability of the students.

The ability to write can be considered as the ability to communicate something in the form of writing. The writing results can reveal thought results as well. The ability to write can be seen from the writing results. The more knowledge people have, the more the writing results are qualified. Writing ability can be mastered by a lot of learning. Understanding and writing knowledge can be grasped to produce writing ability. The children's experience stories are the stories that consumed especially for the children, so the content of the stories is also about the lives and experiences of the children themselves. Regarding the opinions of the experts on the story of experience, it can be synthesized that the experience story is the activity results of writing experiences happening to the children. The written experience can be a pleasant or sad one.

According to Iskandarwassid (2013: 170), elementary school-aged children, in general, are more easily cared for compared with before and after. The age of elementary school is also called the intellectual period because of the openness and willingness of the children to gain knowledge and experience. Teachers' lessons should be adapted to the children's levels of development in order to be right on target. Therefore, elementary school teachers should know the typical nature of elementary school children.

It can be concluded that elementary school children are eager for acceptance by their groups. The role of peer groups is very meaningful. Therefore, in the development of learning model, the writing experience stories in elementary schools should pay attention to individual role in the groups. The role of an individual or a group can shape the expected character education. The teachers

must know the individual differences that the children have, so they can put it according to their needs.

Conclusion

This development research aims to produce a product of the learning model of writing dialogue-based experience stories in elementary schools. The learning model uses a scientific approach and contains edutainment elements. The dialogues used in this study may be oral and written. The dialogues have been commonly used in elementary schools to communicate between teachers and students, students and students, teachers and teachers, students and teachers with others. The dialogues include the steps of observing, asking, reasoning, and trying or analyzing. Scientific approach is an alternative that can make the learning environment more challenging and fun. Apart from using the scientific approach, the dialogues contain the elements of edutainment, namely fun and entertaining education. Edutainment used in the learning model of writing dialogue-based experience stories is adapted with each teacher's expertise. Many kinds of edutainment can be done by the teachers for more interesting and fun learning. Learning activities are expected to be active, innovative, creative, effective, and fun. Thus, students will tend to be passive, just listen and write the teachers' explanations. When the teachers give assignments, the students will feel confused.

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