

**Developing Story-Writing Textbook
(Integrative Thematic Character Building Base Learning)
For Fourth Grade Elementary Students in Surakarta, Central Java, Indonesia**

Retno Winarni, St. Y. Slamet

Sebelas Maret University, Ir. Sutami 36A Kentingan Surakarta, Central Java, Indonesia

Abstract

This research was aimed to (1) describe the teacher teachers' and students' need on story-writing textbook; (2) develop the textbook prototype; (3) describe text book prototype development into textbook; (4) find the effectiveness of the application of the story-writing textbook; and (5) find out the acceptance of story-writing textbook. Research and Development (R & D) method was used in this research. The research was done in four steps, they are exploration stage, development stage, effectiveness testing stage, and dissemination. Result of the exploration stage showed that the quality of the Indonesian Language textbooks for fourth grade elementary students in Surakarta had not been appropriate to the teachers and the students, moreover on the story-writing materials. Steps which were done in developing stage were forming the materials outline for story-writing textbook, creating the Integrative Thematic Character Building Base learning procedure, determining the learning scoring system, and editing the Integrative Thematic Character Building Base Story-Writing Textbook. To ensure the excellence of the textbook, validation from the textbook expert and Indonesian Language learning expert were done. The result of the revision was tested on preliminary testing and main field testing in four elementary schools in Surakarta. Statistical test was done through non-independent T-test. The result showed that $t_o (6.11) > t_t (1.67)$ which means the hypothesis was accepted (H_o was rejected). The try-out of the textbook model showed that the textbook was acceptable to be used for the fourth grade students of elementary school. Experiment was done to measure the effectiveness of the textbook through statistical test using non-independent T-test. The result showed that $t_o (24.75) > t_t (1.66)$, thus the hypothesis was accepted (H_o was rejected). The result of the effectiveness test showed that the textbook was stated effective. The feasibility test to show the stakeholders' responds toward the new textbook has been developed and experimented. Thus, the new textbook was stated feasible.

KEYWORDS: research and development, textbook, writing, integrative thematic, character building.

A. Introduction

Writing skill is one of the language skills which is essential for the students besides the ability of listening, speaking and reading, during their study in each level of education in any type of school and also in their real life in the community. The students' success in following teaching and learning activities in school is usually determined by their ability on writing. Therefore, teaching writing has strategic position in education. The ability to write has to be mastered by the students in their early stage of education.

Writing is an activity of exploring thoughts and feelings about a subject, choosing the things that will be written, determining how to write so that the reader can understand easily and clearly (McCrimmon, 1976: 2). Basically, writing is not

only delivering a thought or feeling, but also an expression of someone's ideas, knowledge, science, and life experiences in written language. Therefore, writing is not an activity that is simple and does not need to be studied, but rather mastered.

Writing can be defined as an activity of delivering messages (communication) with the use of written language as a medium (Suparno and Jonah, 2003: 3). Message is content or subject matter contained in a writing. Writing is symbol or sign of a language that can be seen and agreed by the users. Thus, at least in written communication there are four elements involved: the writer as a messenger, writing content, channel or medium in a form of writing, and the reader as the recipient of the message.

The writing process includes at least five elements, namely (1) content of the essay, (2) form of the composition, (3) grammar, (4) style, (5) spelling and punctuation (Harris, 1974: 68-69). Content of the essay is the idea expressed. Form of the composition is the arrangement or presentation of the contents of the essay. Grammar is the rules of the language including sentence patterns. Style is the choice of structure and vocabulary to give a certain tone to the essay. Spelling and punctuation are writing procedures for the use of the symbols of written language.

A unit of essay which is used to express an idea in the form of sequence of sentences is called paragraph. Based on that understanding, paragraph may be referred to a sequence of sentences that contains an idea in an essay. With that understanding, in line with the concept of sequence of sentences, ideal paragraph consists of a number of sentences.

Good paragraph, need to have various requirements. These requirements include: (1) the coherence and (2) cohesion. Coherence means the harmonious relationship among ideas in the paragraph that means also harmonious relationship among sentences within the paragraph. Harmony that causes the flow of ideas or information revealed smoothly in the paragraph. This smoothness allows the reader to understand the ideas expressed in the paragraph. In other words, cohesion requirement is expressed by the harmonious relationship on the idea in the paragraph. The relationship is expressed through the relationship between sentences.

Narrative is the variance of discourse that tells the occurrence of an event. The goal is to provide a very clear picture to the reader of the phases, sequences, steps, or series of occurrence of something. Keraf (2007: 136) says that narrative (story) is a form of a discourse in which the main target is behavior which is woven and linked into an event that occurred in a unit of time.

The elements of narrative are theme, setting, plot, characterization, point of view, and style. These six elements are used by the author to build a fun and meaningful story (Aminuddin, 2004). Thus, narrative (story) can be clarified as a discourse that tries to retell an incident or event by taking care of the actions, time and place, and the order of the story. Learning to write a story using modern approach is a learning that emphasizes not only on the product but also the process (Nunan, 1991: 86).

Outline ensures a logical and orderly composition, and allows the author to distinguish additional ideas (Keraf, 2007: 132). Outline is not an absolute guideline to be followed or implemented and stiff, but still may have changes and improvements or, if should be, developments in certain sections to clarify additional ideas to get a more perfect form. Briefly outline is a framework that contains the outlines of an essay that makes composition can be arranged logically, orderly, and smoothly.

According to Murray, there are five stages or activities conducted on the writing process, namely (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5)

publishing (in Tompkins and Hoskisson, 1995: 88). Prewriting is a preparation phase that includes (1) defining and limiting the topic of writing, (2) formulating goals, determining the form of writing, and determining the reader to be its target, (3) choosing materials, and (4) determining the generalization and ways to organize ideas for writing.

Drafting is a stage of writing in which the writer begins to describe ideas into writing. At first, students develop the ideas or feelings in the form of words, words into sentences, and sentences into first draft. In this stage, the focus of the attention is on pouring the students' ideas in writing. In addition, matters relating to the mechanical aspects of language, such as letters, punctuation, and other mechanical aspects also need attention.

Revising is a stage in which the writer revise the entire essay. Revision is made to various aspects, such as essay structure and language. Structure of the composition covers structuring the main idea and the explanation, and also the systematics and reasoning of the composition. Meanwhile, aspects of language includes word choice, grammar, spelling, and punctuation. In the revision stage, it is still possible to change the title if the essay title which has been determined is quite not appropriate.

Editing. The results of the writing/essay needs to be edited. This means that in this stage the student has almost resulted a final written form. If in the previous section the revision is in terms of content, in this section the attention is focused on the mechanical aspects of the language so that the student can improve his writing by correcting spelling mistakes or other mechanical errors. The purpose of editing is to make writing activities can optimally be read by readers. If an article cannot be read to mean that the author has done something in vain because the expression of their feelings is not readable.

Publishing/Sharing means delivering a composition to the public in printed form, while the second notion, the composition is expressed in the non-printed form. Non-printed form can be done through staging, storytelling, demonstrations, or reading to the class. Composition in a form of stories, for example, can be delivered through campus magazine, or can also be delivered orally. In simple, student essay can be published via the notification board or be read in class. Such publications have a very good psychological effect. Displaying the student's work can not only strengthen the students but also reinforce competitive spirit in a positive way.

Textbooks are compulsory books used in schools which contains learning material in order to increase the students' faith and piety, manners, personality, ability in mastering science and technology, sensitivity, and aesthetic abilities, and also physical and health which is based on national education standards (Education Minister Regulation No. 11 Year 2005). Cunningsworth (1995: 24) argues that textbooks should meet the needs required by many teachers, director, teacher training, and speakers to always update important textbook on a certain subject which is easily downloaded, practical, and discussing key issues. Textbooks are very useful for teachers and key speakers from primary school to college. Textbooks play an important role in the development of science.

Hall-Quest in Elmaghfirah (2009: 18) says that the textbook is a recording of racial mind prepared for instructional purposes. Education Minister Regulation No. 2 Year 2008 Chapter 1 Article 1, states that textbook is a compulsory reference book to be used in primary and secondary education unit or higher education which includes learning materials in order to increase faith, piety, noble character, and personality,

mastery of science and technologies, sensitivity and aesthetic abilities, aesthetic and health improvements which is compiled based on the national education standard.

Tomlinson (2008: 4) argues that textbooks serve as a hidden curriculum that gives the direction of the learning process. Textbooks will give direction in learning in accordance with the core competencies and basic competencies contained in the curriculum. Indirectly, textbook will guide teachers in delivering course material in an integrated manner, to get the qualified learning. The selection and use of textbooks as a right source of learning is a supporting factor for the success of learning. Qualified textbooks cause learning to be qualified. Conversely, using a textbook that is not qualified will produce not optimal results. Criteria of qualified textbook covers four aspects, they are: (1) the feasibility of the content, (2) the feasibility of the presentation, (3) the feasibility of language, and (4) the feasibility of graphics.

Integrative thematic learning covers a wide range of subjects presented in integrated unit with a unifying theme. To unify the various basic competence of various subjects, need to study or in-depth study with reference to the competency standards. Thematic learning is presented in a flexible, not forced, but flowing. Its integration is complementary, interlocking and inseparable. The implementation of learning is using scientific approach (observing, inquiring, gathering information, reasoning, and communicating).

The issue of character building or moral education is still the focus of the discussion which is always interesting to be studied and resolved. This is due to the current condition of Indonesia which is still facing various social and moral issues such as: (1) the high cases of violence which occur among fellow students, among communities, within families, as well as violence committed by criminals or authorities, (2) the sadistic robbery accompanied by rape or murder, (3) the increase in moral decadence, ethics/manners of the students, (4) the increase in student dishonesty, such as cheating, truancy, taking the property of others, (5) the decrease in respect for parents, teachers, and the figures that should be respected, (6) the emergence of self-destructive behavior such as free sex behavior, drug abuse, and suicidal behavior, (7) the dilution of mutual respect and a sense of affection between men, as well as the increasing nature of cruelty and violence towards each other, and (8) the rampant corruption, collusion and nepotism as well as a variety of other problems that led to the nation's moral decadence.

In essence, character building has the same substance and meaning with moral education. Haidar (2004) argued that moral education is a conscious effort made in order to embed or internalize moral values into the attitudes and behavior of students to have noble attitudes and behavior in everyday life, both in interacting with God, with fellow humans and with nature/environment. Conceptually, character building can be interpreted as a conscious effort through guidance, habituation, teaching, training, and exemplary to prepare students to be fully human who has noble character in every role in the future.

Pusbangkurandik (1997) categorizes the character building into three components, namely: (1) *Diversity*, consists of values of: (a) relationship intensity with God, (b) adherence to religion, (c) good faith and sincerity, (d) good deeds, and (e) in retaliation for good and bad deeds. (2) *Independence*, consists of values of: (a) self-esteem, (b) discipline, (c) work ethic (willingness to change, desire to pursue progress, love of science, technology and art), (d) a sense of responsibility, (e) the courage and spirit, (f) openness, and (g) self-control. (3) *Morality*, consists of values of: (a) The love and affection, (b) togetherness, (c) solidarity, (d) helping others, (e) tolerance, (f) respect (g) eligibility, (h) sense of shame, (i) honesty, and (j)

acknowledgments, apologies (sense of self-consciousness). The values contained in the three components of character building mentioned above, related to the themes contained in the curriculum 2013 in the fourth grade of elementary school.

B. Methodology

This study applied Research and Development (R & D) method. This research method was based on an adaptation of the research procedure proposed by Sugiyono (2012: 408-425) and Gall, Gall, and Borg (2003: 569). In this study, the topic or the field of the study was focused on the development of textbook to write stories with integrative thematic based on character building for fourth grade elementary students. This study consisted of four phases, they are: *First*, the phase of the prototype which consisted of: (a) a literature review; (b) exploratory studies; (c) identification of needs; (d) analysis of the textbooks; (e) description of the findings; (f) initial draft design (prototype); and (g) prototype workshop. *Second*, the development stage which included: (a) expert judgment; (b) preliminary field testing; (c) revision; (d) main field testing; (e) revision; and (f) producing new textbook which has been validated through expert judgment. *Third*, the testing phase, which tested the effectiveness of the new textbook compared to the old textbooks that were analyzed quantitatively and carried out through the following activities: (a) expert judgment to improve and enhance the text book compiled; (b) preliminary field testing; (c) revision; for the main field testing; and (d) new textbook production. *Fourth*, the effectiveness of story-writing textbook testing phase. *Fifth*, the story-writing textbook feasibility from stakeholder responses. Data collecting technique in this research was based on the Cohen (2000: 271) concept, which were: deep interview, observation, and document analysis.

C. Result and Discussion

There are four stages of this research. *First*, the need of the textbook for the teachers and the students could be known through exploration findings and literature review. From the comparing result and the textbooks judgment in Focus Group Discussion (FGD) it could be concluded that the quality of the textbooks which were used so far needed to be revised. It should be viewed from several aspects on textbook judgment. Teachers and students need a complete and easy understood textbook so that the learning objectives are achieved.

Second, on the process of designing the prototype of Integrative thematic Character Building base Story-Writing Textbook until it is fully formed, there were several inputs given by the expert through expert judgment; they were: (1) the materials needed to be synchronized with the curriculum; (2) the language should be communicative and easy to be understood by the students; (3) the examples given should be sufficient and based on character building; (4) the prototype should be adjusted to the designing textbook criteria.

Third, the prototype which has been designed and validated by the experts was then revised and tested. Statistical test using non-independent T-test was needed. The score of t-operation (6.11) was then referred to t-table (with $N = 40$, $\alpha = 0.05$) of 1.67. Since $t_o (6.11) > t_t (1.67)$ hypothesis was accepted (H_o was rejected). Therefore, it could be concluded that Integrative Thematic Character Building Base Story-Writing Textbook which was tested was good and feasible to be used the fourth grade elementary school students.

Fourth, effectiveness testing of Integrative Thematic Character Building Base Story-Writing Textbook was done through simple experiment toward 120 students. The result of the effectiveness testing was stated that the students' competence on story-writing using Integrative Thematic Character Building Base Story-Writing

Textbook was better than those who did not use the textbook. The difference was significant which could state that the application of the Integrative Thematic Character Building Base Story-Writing Textbook was more effective. This effectiveness testing used non-independent T-test. The score of t-operation (24.75) was then referred to the t-table (with $N = 120$, $\alpha = 0.05$) of 1.66. Since $t_o (24.75) > t_t (1.66)$, thus the hypothesis was accepted (H_o was rejected). The result of the effectiveness test showed that the (new) Integrative Thematic Character Building Base Story-Writing Textbook was stated effective.

Fifth, the acceptability of the Integrative Thematic Character Building Base Story-Writing Textbook model which was developed in Indonesian lesson (story writing) in four elementary schools in Surakarta showed that the quality of the Indonesian language textbook was good when it was used in four elementary schools in Surakarta (Mangkubumen Kulon 15 Elementary School, Kleco 2 State Elementary School, Manahan Christian Elementary School, and Djamaatul Ichwan Elementary School). This stage was the socialization stage of the final product which was in a form of Integrative Thematic Character Building Base Story-Writing Textbook for fourth grade elementary students.

D. Conclusions and Recommendations

Conclusions

First, the teachers' and students' need of the textbook can be seen through the findings of an exploratory study and literature review. The result of comparison and assessment of textbook in Focus Group Discussion (FGD) research concluded that the quality of textbooks that had been used still needed to be refined. It needed to be reviewed from several aspects of the textbooks assessment. Teachers and students needed complete and easy to understand textbooks in order to achieve the learning objectives.

Second, on the process of designing the prototype of Integrative Thematic Character Building base Story-Writing Textbook until it is fully formed, there were several inputs given by the expert through expert judgment; they were: (1) the materials needed to be synchronized with the curriculum; (2) the language should be communicative and easy to be understood by the students; (3) the examples given should be sufficient and based on character building; (4) the prototype should be adjusted to the designing textbook criteria.

Third, prototype development that has been arranged and validated by experts was then revised to be tested. The statistical test result showed that $t_o (6.11) > t_t (1.67)$; thus, the hypothesis was accepted (H_o was rejected) In conclusion, Integrative Thematic Character Building base Story-Writing Textbook model which has been tested is good and feasible to be used by the fourth grade elementary students.

Fourth, an experiment toward 120 students was done to find out the effectiveness of the Integrative thematic Character Building base Story-Writing Textbook. The result of the effectiveness testing was stated that the students' competence on story-writing using Integrative Thematic Character Building Base Story-Writing Textbook was better than those who did not use the textbook. The difference was significant which could state that the application of the Integrative Thematic Character Building Base Story-Writing Textbook was more effective.

Fifth, acceptability test to determine the response of the stakeholders toward the new textbooks has been developed and experimented. Conclusion was derived that the Integrative Thematic Character Building Base Story-Writing Textbook for fourth grade elementary students is stated acceptable.

Suggestions

First, teacher should deliver the story-writing materials wholeheartedly as a professional teacher. The teacher is suggested to use the textbook in Indonesian lesson (writing story). This textbook has been effectively tested and accepted. The acceptability has been stated by the experts through expert judgment and the stakeholders. *Second*, students should learn and practice writing diligently so that they are able to transfer their ideas, opinions, findings, and experiences into writings well.

REFERENCES

1. BSNP (2006) *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas.
2. Cunningsworth, Alan (1995) *Choosing your Coursebook*. Oxford: Heinemann.
3. Depdiknas (2008) *Instrumen dan Deskripsi Penilaian Buku Teks Pelajaran Bahasa Indonesia SD/MI*. Jakarta: Pusbuk dan BSNP.
4. Elmaghfiroh (2009) *The Textbook for Teacher*. London: Continuum.
5. Gall, Meridith D., Joyce P. Gall, dan Walter Borg (2003) *Educational Research: An Introduction (Seventh Edition)*. Boston: Pearson Education, Inc.
6. Haidar Putra Daulay, (2004). *Pendidikan Islam dalam Sistem Pendidikan Nasional di Indonesia*. Jakarta: Prenada Media.
7. Harris, David P. (1974) *Successful Writing*. New York: Tata McGraw-Hill.
8. Keraf, Gorys (2007) *Komposisi, Subuh Pengantar Kemahiran Bahasa*. Ende-Flores: Nusa Indah.
9. McCrimmon, James (1976) *Writing with a Purpose*. Boston: Houghton Mifflin Company.
10. Moeliono, Anton (1989) *Kembara Bahasa*. Jakarta: Gramedia.
11. Nunan, David (1997) *Syllabus Design*. Oxford: Oxford University Press.
12. Sugiyono (2012) *Penelitian Kuantitatif, Kualitatif, dan R & D*. Jakarta: Gramedia.
13. Suparno dan M. Yunus (2003) *Keterampilan Dasar Menulis*. Jakarta: UT.
14. Tarigan, Henry Guntur (2007) *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
15. Tomlinson (2008) *English Language Learning Materials. A Critical Review*. London: Continuum.