Comic-based Treffinger Model in Story Writing Learning

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Abstract: Writing a story is a creative activity because the writer is able to express ideas corresponding to the result of their imagination. Playing with this kind of imagination requires creative thinking. Psychologically, junior high school students are entering a zone which is full of various imaginations. However, in fact, there are a lot of students who are incapable of expressing ideas creatively. This weakness is caused by the way of thinking which developed in learning Indonesian and Indonesian literature that has not led to the empowerment of divergent thinking. In other words, the students are accustomed to think convergently, and therefore, to develop and diversify ideas became difficult. In order to cope with this condition, a learning model that can develop the students' divergent thinking is needed. As an effort to improve the existing learning condition, this study proposed to use comic-based Treffinger model as an interesting alternative in writing learning. The data in this study collected through pre-test and post-test. The results showed that by using comic-based Treffinger model, learning atmosphere becomes interesting and the students able to produced ideas more creatively. This collaboration can produce stories full of fluent, original, elaborate, flexible, and new ideas. In other words, through this learning model, the students can freely develop their imagination so that the stories produced are well established.

1 INTRODUCTION

The law of the Republic of Indonesia Number 24 of 2009, Article 25 section (3) states that Indonesian language must be used as the language of instruction in national education. By paying an attention to the content of the previously mentioned law, the world of education gets a reinforcement to uphold the Indonesian language for the nation of Indonesia. The reinforcement can be in a form of Indonesian language learning model that enables the students to master the Indonesian language so that the knowledge, skills, and attitudes in using Indonesian language can be implemented into daily life.

In line with the development of life and information technology, there are still many Indonesians who experience difficulties to express their ideas in a form of writing (Anshori, 2006). Moreover, a research conducted by Gipayana (2004) shows that the students' writing knowledge and skill are still low, the classroom environment is not conducive, and the assessment system does not encourage the students to write better. A research conducted by Winarti (2013) also indicates that high

school students' mastery of writing in Bandung is not yet good. Similar opinion is also shared by Alwasilah (2013) who said that there is a number of errors in the national education system, particularly in learning writing.

Writing is an effective and efficient media to deliver any kinds of ideas and knowledge, or anything that represents human creativity. Writing skills demand the students to be able to think creatively so that the text produced by them is not saturating. Thahar (2008) states that human's creations resulted from their creative work must be new and have not been existed before. Since creativity is derived from a great interest, accompanied by the will to continuously practice, and being not easily satisfied, the students need to be continually and continuously led in order to maintain their creative thinking ability.

A very essential material to drill creativity is fantasy story because this kind of story empower the writer's thought to produce creative ideas. Therefore, the learning of writing fantasy story is not only guiding the students to practice their writing skills, but also honing their creations based on imagination. In the 2013 curriculum class VII, the basic

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competence that demand writing in fantasy story learning is Basic Competence 4.4 "To present creative ideas in the form of fantasy story in oral and written form by paying attention to the structure and language usage."

Based on the elaboration, one way to cope with the writing problems is by implementing learning model that is able to stimulate the students to develop their creative thinking in writing. One of the learning models that can be implemented is Treffinger learning model (created by Donald J. Treffinger). Treffinger learning model is one of the learning models that directly deals with the creativity problems. By involving both cognitive and affective skills at every stage of this model, Treffinger shows relationship and dependency between the two in encouraging the creative learning process.

The problem that is aimed to be solved by this model is that whether the comic-based Treffinger learning model is effective to improve the students' skills in writing fantasy story.

2 THEORETICAL REVIEW

Dr. Donald J. Treffinger is the first person to introduce Treffinger learning model in 1986. He is the president of creative learning center in Sarasota, Florida. He has written more than 60 books and 300 articles of scientific work. Treffinger is also actively involved as a speaker or instructor throughout US and lecturer in other countries that focuses on creativity, CPS, talent development, and problem-solving techniques (Treffinger, 2006).

Treffinger learning model is also known as Creative Problem Solving (CPS) that attempts to engage students to think creatively in facing problems. According to Treffinger (as cited in Huda, 2013), the initiation of this model is because of the development era condition that is rapidly changing and the more complexity of the problems encountered. In order to cope with the problem, creative thinking is needed, so that any kind of problems can provide various alternatives.

The creative learning process in this model covers the divergent thinking process (thinking process which is in various directions and producing a lot of alternative solutions) and convergent thinking process (thinking process that seeks for single answer). That process assists the students to think creatively in solving problems, supports the students in mastering the concepts of material taught, and providing chances to the students to perform their

competence. By having creativity, the students are able to discover solutions to problems faced.

Treffinger explains three stages of creative learning, which are Stage 1: Basic tools (using open questions and brainstorming), Stage II: Practice with Process (covering implementation, analysis, synthesis, and assessment. The affective aspects in this stage II involve the openness of the compound feelings and conflict, directing attention to the problem, using imagination, relaxation, and the development of psychology "safety" in being creative).

The concept of Treffinger learning model development is based on the concept of Joyce, Weil, and Calhoun (2016) that covers (a) model orientation, (b) teaching model, (c) instructional effect, and (d) nurturant effect.

The learning that is conducted by using this model is fantasy story. Fantasy story as one of the learning material of Indonesian language subject can enable the students to earn new ideas to the things that has never been thought before. According to Harsiati et al. (2016), fantasy story is one of the story genres that is essential to drill creativity. Meanwhile, Ryuzaki (2016) says that fantasy story is a writing genre in a form of fantasy, wishful thinking, and imagination of the writer. This story is created with full of creativity and the development of the writer's sense of fantasy.

3 METHODOLOGY

The methodology employed in this research is research and development. This method is chosen to produce certain product, and examine the effectiveness of the product. In this research, comic-based Treffinger learning model is developed in fantasy story writing skills.

In this research and development, the procedure that the researcher used is based on Borg and Gall concept. According to Borg and Gall (as cited in Sukmadinata, 2012), there are ten steps of research and development implementation, which are (1) research and data collection, (2) planning, (3) development of the draft product, (4) preliminary field testing, (5) field testing revision, (6) field testing, (7) the completion of field testing product, (8) operational field testing, (9) final product completion, and (10) dissemination and implementation.

4 RESULTS AND DISCUSSION

The effectiveness of comic-based Treffinger learning model development in fantasy story writing skill in this research is related to the results of the questionnaire and investigation. The result of the questionnaire is elaborated based on the questionnaire perceptions of model expert, media expert, and teacher toward the comic-based Treffinger learning model development in fantasy story writing skill. The various conditions of research result are summarized in table 1 to table 5.

Table 1: Product Analysis and Qualification from the Validator.

Validator	Percentage	Qualification	Follow-up
Learning Model Expert	85%	Very Proper	Implementation
Writing Expert	95%	Very Proper	Implementation
Media Expert (Comic)	100%	Very Proper	Implementation
Teacher	85%	Very Proper	Implementation

The table 1 shows that the model implemented in the classroom has a very high value of properness. This indicates that the comic-based Treffinger learning model undoubtedly may become a learning model that will enable the students to enhance their ability in writing fantasy story.

Table 2: The Pre-test of the Students' Fantasy Story Test Trial Phase (Class VII B).

Interval	Value Change Four Scale 1—4	Value Change Four Scale D—A	Notes	Total Students
86 –100	4	A	Very Good	0
76 – 85	3	B	Good	0
56 –74	2	C	Sufficient	6
10 – 55	1	D	Insufficient	24
Total				30

Table 3: The Post-test of the Students' Fantasy Story Test Trial Phase (Class VII B).

Interval	Value Change Four Scale 1—4	Value Change Four Scale D—A	Notes	Total Students
86 –100	4	A	Very Good	12
76 – 85	3	B	Good	8
56 –74	2	C	Sufficient	8
10 – 55	1	D	Insufficient	2
Total				30

Table 4: The Post-test of the Students' Fantasy Story Field Testing (Class VII A).

Interval	Value Change Four Scale 1—4	Value Change Four Scale D—A	Notes	Total Students
86 –100	4	A	Very Good	18
76 – 85	3	B	Good	5
56 –74	2	C	Sufficient	6
10 – 55	1	D	Insufficient	0
Total				29

Table 5: The Post-test of the Students' Fantasy Story Field Testing (Class VII C).

Interval	Value Change Four Scale 1—4	Value Change Four Scale D—A	Notes	Total Students
86 –100	4	A	Very Good	18
76 – 85	3	B	Good	7
56 –74	2	C	Sufficient	5
10 – 55	1	D	Insufficient	0
Total				29

Table 2 to table 5 show that there is an improvement of the students' ability in writing fantasy story from pre-test to post-test. Although there is a different achievement of the post-test score as it can be seen in the table 3, table 4 and table 5, which the difference still indicates an improvement from the pre-test showed in the table 2. Moreover, the difference indicates that there is an improvement of the students' ability in writing fantasy story from the post-test in the Test Trial and field testing.

Table 6: Normality Test of Pre-Test and Post-Test Data Test Trial Phase (Class VII B).

	Kolmogorov-Smirnov[a] Statistic	Df	Sig.	Shapiro-Wilk Statistic	Df	Sig.
Pre-Test	,130	30	,200[*]	,957	30	,265
Post-Test	,174	30	,021	,944	30	,115

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The normality test of Pre-Test and Post-Test showed in the table 6 indicates a normal data distribution with a significance value of 0.05. This indicates that the students' ability in writing fantasy story is in a normal data distribution.

Table 7: Normality Test of Post-Test Data Field Testing Phase Class VII A and VII C.

Class		Kolmogorov-Smirnov[a] Statistic	Df	Sig.	Shapiro-Wilk Statistic	Df	Sig.
Post-Test	VIIA	,166	30	,034	,914	30	,018
	VIIC	,156	29	,070	,934	29	,069

a. Lilliefors Significance Correction

Normality Test is used to reveal the condition of the data. Based on the table 7, it can be seen that the data is different between class VII A and VII C. In class VII A, the data of the students' ability in writing fantasy story is not in a normal data distribution with a significance value of 0.05, meanwhile, in class VII C is in a normal data distribution with a significance value of 0.05.

Table 8: Homogeneity Test of Post-Test Test Trial (Class VII B).

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	,000	1	58	,988
	Based on Median	,021	1	58	,885
	Based on Median and with adjusted df	,021	1	57,595	,885
	Based on trimmed mean	,001	1	58	,977

Based on the homogeneity test in table 8, it indicates that the data is homogenous. In other words, the data of the students' ability in writing fantasy story comes from a similar variance (homogenous).

Table 9: t test on Design Trial Class.

Test Statistics[a]	
	Pascates
Mann-Whitney U	362,000
Wilcoxon W	797,000
Z	-,913
Asymp. Sig. (2-tailed)	,361

a. Grouping Variable: Class

Table 9 shows that significance Value (2-tailed) = 0,361 that is bigger than the Significance level (α)= 0,05 (0,361 > 0,05) so that H_1 is accepted. Therefore, it can be indicated that there is a significant difference in the post-test design trial. The significance different can also be seen from the mean of the students' fantasy story writing skills, where the post-test score in VII A class is 86, meanwhile the post-test score in VII C is 84.

Based on the analysis and result of statistical calculation conducted through the comic-based Treffinger learning model development in fantasy story writing skill activity, it is evident that this research is able to improve the students' score significantly. This improvement can be seen from the high score of the students' fantasy story writing skills compared to the prototype and design trial. This is in line with the research conducted by Simanjuntak (2015) and Tampubolon (2015) that Treffinger learning model can improve the students' writing skills. Furthermore, the comic used in this research is also beneficial for the students in comprehending the fantasy story learning.

The improvement of the students' score is influenced by the stages of Treffinger learning model stages that the researcher based on the comic media. The ideas produced by the students when they comprehend the fantasy story structure is facilitated by the instrument in a form of "Koran" sheet (that is used during the prototype trial, "Ideku" sheet, until using the "Cerita Fantasiku" sheet. Thus, the students' unique concepts of idea do not easily vanish. It is in accordance with an opinion from Sudarma (2013) who states that idea is an intellectual product. In conclusion, when a person get an idea to write creatively, it is suggested that the student immediately write the idea at the same time to avoid forgetting the imagination. In this case, "Ideku" sheet accommodate the students' ideas.

Comic-based Treffinger learning model is proven to be effective to improve the score so that the students can also elaborate their imagination creatively. The students' fantasy stories have also contained fantasy story characteristics or features, which is according to Arnari and Ardy (2016), there is miracle, using various settings, unique characters, and it is not a real event. In addition, the fantasy stories as the students' works are compatible to the fantasy story concept stated by Harsiati et al. (2016), which is able to drill creativity and also able to developing the writer's sense of fantasy.

5 CONCLUSIONS

A learning model is able to give a significance contribution to the achievement of the students' competence. Comic-based Treffinger learning model is proven to be effective to improve the students' competence in terms of expressing ideas creatively. In addition, the learning atmosphere is fun and the students' various ideas are emerged. This learning model is even able to build the students' critical thoughts.

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