

Developing of Learning Strategy PQ4R in Short Story Writing Learning

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ABSTRACT

The purpose of the study was to develop a PQ4R learning strategy for learning to write short stories for junior high school students in Jakarta. The method used R and D through the ADDIE model. Data were taken using observation, learning to write results and questionnaires. Data analysis was carried out through expert and peer assessment. The results of the study concluded that in the sixth step, discussion activities were added to discuss the results of short story writing and the peer assessment process. This strategy also had a positive impact on writing enthusiasm, increasing reading comprehension through reading activities in the third step. Students were also able to collaborate in developing short story writing. So, this research had implications for understanding the development of learning strategies that must be designed according to the character and needs of students and the learning objectives to be achieved. This model can be used in short story writing in the class.

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1. INTRODUCTION

Learning strategies have a very big role in the success of learning in the classroom. Because the strategy leads to the achievement of learning goals and students' academic success (Donker et al., 2014). Thus, the selection of learning strategies is very urgent and must be by the level of need or characteristics of the goals to be achieved in the implementation of education. Based on Regulation of the Ministry of Education and Culture Number 22 of 2016 concerning Standards for Primary and Secondary Education, core learning activities must use learning models, learning strategies, learning media, and learning resources that are tailored to the characteristics of students and subjects. In the learning strategy, some values and beliefs underlie the learning context and greatly influence every aspect of educational practice (Locastro, 1994). The right learning strategy can have a positive impact on students' abilities (Darabi & Jin, 2013).

The learning model is a strategy consisting of a set of steps or actions taken by teachers and students, a learning support system, and an evaluation method or system for assessing student learning

development (Sundari, 2017). Meanwhile, according to Briggs, Gustafson, & Tellman, the things included in the learning model are the development of learning packages, teaching activities, trials, revisions, and activities evaluating learning outcomes (Sarimanah, 2018). Innovative learning models are needed in the teaching and learning process to create learning objectives. Learning models are usually arranged based on principles or theories of knowledge. In addition, instruction in the application of learning strategies can also influence learning strategies such as writing (De Silva & Graham, 2015). However, in its application in the classroom, learning models or strategies are often not implemented by the concepts that have been designed.

Moreover, the development of science and technology has made the implementation of learning easier, and wider, and it can be done anytime and anywhere, especially for the process of understanding the material being studied. Like learning activities to write short stories, students in junior high school still face difficulties in developing stories. The results of their writing are not optimal and describe a series of interesting short stories. They tend to wait for orders from the teacher to do the writing. This means that there are problems related to the implementation of learning strategies. The assumption of this problem is reinforced by the results of interviews in preliminary research.

Based on the results of interviews with teachers and students from three different schools in Central Jakarta, the researchers got some information related to learning short stories at school. As many as 58.1% of students considered the short story text to be one of the most difficult texts, especially in story development. Students expressed several obstacles they felt when studying short stories, including 1) there were 52.8% who stated that students found it difficult to re-express the contents of short stories based on the results of their reading. Meanwhile, in the short story text curriculum, in skill competency, students are asked to re-express their readings orally or in writing. Of course, this must be an important focus in choosing the right learning strategy to make it easier for students to re-express their reading results, especially in learning short stories. 2) there are 44.2% stated that students find it difficult to absorb information from the text they have read. Meanwhile, in the short story curriculum, on basic competencies, students are asked to be able to assess the things that can be imitated from the characters told, and in skill competencies, students are asked to retell things that can be imitated from the characters told. If students find it difficult to absorb information, they will also find it difficult to re-express the contents of the text they have read.

From the problems found, it becomes the main focus in determining the right learning strategy. Learning to write short stories requires appropriate learning strategies so that students not only read but also understand what they have read. Moreover, the learning strategies are diverse and can be applied in the classroom for junior high school students. Teachers can direct diary writing activities as well as a medium for developing stories because writing diaries can help students reflect on what they have learned (Klimova, 2015). So, it can be clearly described that this research was conducted to obtain the design of learning strategies for learning to write short stories.

In addition, writing activities require a thinking process and group discussion can be used to discuss story ideas, such as the think talk write strategy directing students to think and discuss before doing writing activities (Laoli & Harahap, 2021; Kamilia, 2019; Sinaga, 2019; Arningtyas et al., 2019; Suminar & Putri, 2015), so this activity builds collaborative or collaborative activities in developing writing (조은형, 2018). Collaborative writing can produce better writing than independent writing (Albeshar, 2012). This means that collaboration is a community-based learning strategy that can help students improve writing skills and even improve collaborative skills, learning effectiveness, and social competence (Supriyadi, 2013). From the exposure to previous research, it can be seen that the learning strategies that must be used by teachers are strategies that can build collaboration, can understand information, understand the information given by peers or from other sources so that students can find out what they want to write.

Thus, many previous studies have examined the influence or impact of learning strategies on writing skills, so this research gap focuses on developing learning strategies for learning to write short story texts. So, this development concept is presented to provide different novelties related to short

story writing learning strategies. The learning strategy developed is PQ4R (Preview, Question, Read, Reflect, Recite, and Review). Moreover, PQ4R is often used in reading comprehension learning (Martina, 2018; Wahyuningsih & Kiswaga, 2019; Wahyuningsih & Citraningrum, 2019). Some even develop a PQ4R strategy to develop comic writing skills (Wahyuningsih, 2011). While in this study, PQ4R was developed for learning to write short stories. This is different from previous research related to the PQ4R learning strategy.

While the reasons for choosing the development of PQ4R learning strategies (Preview, Question, Read, Reflect, Recite, and Review) are 1) teachers need learning strategies that can hone students' reading skills, 2) PQ4R helps students think so that students can analyze and re-express the results of the readings, 3) PQ4R is an appropriate learning strategy to create active learning, especially in short story text material, and 4) PQ4R learning strategies have components of learning procedures that can motivate and help students achieve their short story writing goals.

Thus, this study aimed to develop a PQ4R learning strategy for a short story writing class at the junior high school level in Jakarta. The results of this study are expected to provide recommendations or benefits for teachers, especially those who teach short story writing skills. They can take advantage of the more innovative PQ4R strategy to write short stories, as well as to develop other language skills.

2. METHODS

The research method used is the Research and Development (R & D) method. The Research and Development method is a method used to produce products and test their effectiveness (Creswell & Creswell, 2018). It was conducted at one of the public junior high schools in Central Jakarta. This study will use the ADDIE development model (Branch, 2010). The ADDIE model consists of five steps, namely (1) analysis; analysis of the needs of students and teachers, and analyze the obstacles found. (2) Design; determine the right strategy, formulate learning objectives, and create flowcharts. (3) Development; develop the learning strategies used. (4) Implementation; apply the learning used, and (5) evaluation. Assess product development results. This study resulted in the design of the PQ4R learning strategy for learning to write short story texts with the ADDIE model. The following is the framework of this research;

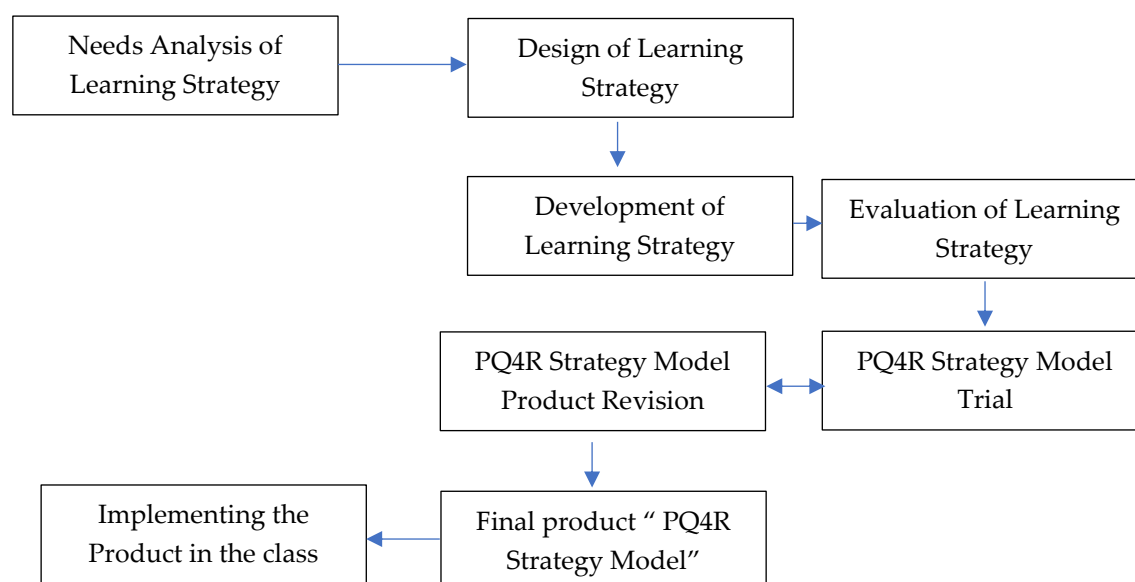


Figure 1. Research Framework for the Development of PQ4R Learning Strategies for Learning to Write Short Stories (Adaptation of the ADDIE Model)

Figure 1 clearly describes each stage of research. The first stage is a needs analysis which is used as a product model design. The products that have been designed are tested and revised according to the input. Thus, this research can get a final product that can be implemented in the classroom. The resulting product is the PQ4R learning strategy model, which is expected to improve short story writing skills so that students can re-express reading results in short story texts. The data in this study are quantitative and qualitative. Quantitative data was sourced from the results of trials taken from the results of students' learning to write short stories. It took from the test result in short story writing learning. Qualitative data in the form of suggestions, criticisms, and input regarding the products that have been made to be improved come from the results of the assessment of experts, namely experts on teaching materials and expert practitioners as well as colleagues. It took from observation and questionnaire. In contrast, the needs analysis data is taken from a questionnaire that was from teachers (n=5) and students (N=100). The data is displayed using percentages. So, research data analysis refers to the product assessment process from the beginning of the design to the trial and obtaining the final product and expert test.

3. FINDINGS AND DISCUSSION

The results of this study are presented in three parts, namely the results of needs analysis, design of learning strategy models, and evaluation and revision of learning strategies .

3.1 Needs Analysis for Learning Strategy Model

The needs analysis used is related to what students have known or learned and what students need to know or need. In this study, the first is a needs analysis related to the target needs related to what students need to do something according to the situation. Both learning needs are related to the way students learn. So, there are three components used for needs analysis, namely necessities, lacks, and wants (Nation & Macalister, 2010).

Table 1. Needs Analysis for Lack of Component

	Statement	Students	Teachers
1	Learning strategies so far have been directed at organizing general and specific topics for writing short stories	50%	60%
2	The learning strategy used so far directs students to make questions to determine the title and topic of your short story	45%	40%
3	The strategies used so far have directed students to read and answer questions in the previous stage	40%	60%
4	The strategies used so far have taught students to reflect on the information they have for writing short stories	50%	60%
5	The learning strategies used so far teach students to re-disclose the information that has been obtained through group discussions	50%	40%
6	The learning strategy so far has directed students to review the information that has been discussed	45%	40%

Table 1 illustrates that the strategies used so far have not matched expectations with the real conditions that exist in students. This means that the learning strategy has not met the needs of the stages of learning to write short stories. However, the results of the peer questionnaire data show that 60% of the learning strategies used have been pursued according to the needs of students to write short

stories. However, the teachers agreed with the results of the needs analysis of the students. So, the learning strategies used so far still need to be developed. Overall, the percentage of data obtained shows a non-positive assessment of the use of learning strategies for learning to write short stories.

Table 2. Needs Analysis for Necessities Component

	Statement	Students	Teachers
1	Students can do the stage of organizing topics and ideas to write short stories	90%	100%
2	Students can make various questions in collecting story idea information	93%	80%
3	Students can read various reading sources to provide the information needed for story-making	95%	100%
4	Students can evaluate or reflect on the information obtained to make stories	100%	100%
5	Students can conduct group discussions and develop writing ideas	100%	80%
6	Students can review the information obtained from the discussion to design a short story written draft either individually or in collaboration	95%	100%

The average data presented in table 2 shows that 95% of students expect learning strategies to improve students ability to write short stories. This finding is also reinforced by the views of the lecturers regarding the effectiveness of the learning strategies used should be able to provide opportunities for students to improve their writing skills. In this finding, the learning strategies are expected by students to be able to master the stages in writing short stories, such as organizing story ideas, collecting information from the process of reading many reading sources, conducting discussions with colleagues to develop story ideas and compiling writing. In addition, students can also review their writing at the editing stage. These findings are in harmony with the percentage data findings in table 3 below.

Table 3. Needs Analysis for Want Component

	Statement	Students	Teachers
1	The desired learning strategy can provide ideas for the topic of short story writing	94%	100%
2	The desired learning strategy can be relevant to the early stages of writing, such as brainstorming, a list of questions, or outlines	97%	80%
3	The desired learning strategy can make students like reading activities from various reading sources as a reference for developing short story ideas	90%	80%
4	The desired learning strategy can build the ability to evaluate and reflect on the information previously possessed by students	100%	100%

5	The desired learning strategy can build cooperation and collaboration capabilities to make short stories from the discussion process	100%	80%
6	The desired learning strategy can improve the ability to review stories that have been made individually or in collaboration	95%	100%

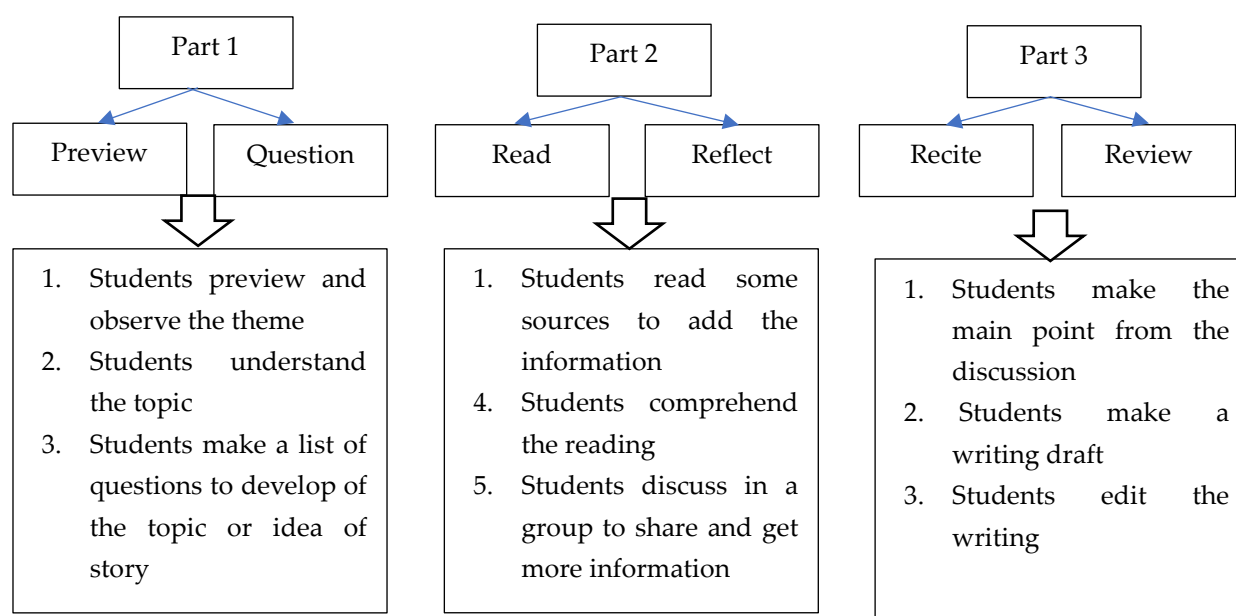
From the explanation of the three tables, it can be seen that the needs of students related to learning strategies for writing short stories are strategies that can improve collaboration skills, increase reading skills, and develop their knowledge of writing materials. From the results of observations of learning activities that have been observed in the 2020-2021 academic year in writing courses, especially for short story writing activities, it is also found that learning strategies are relevant to the stages of writing and also the skills needed in the 21st century.

The conclusions from the needs analysis presented in table 1 until table 3 were;

- a) The learning strategies so far have been less innovative regarding learning to write short stories because students are less active during class.
- b) Students tend to wait for directions from the teacher to write, such as ideas, topics or concepts
- c) Students have difficulty understanding the contents of the short story text so a text study stage is needed in the learning strategy used.
- d) The development of ideas in the early stages of writing has limited reference sources.

3.2 PQ4R Learning Strategy Model Design

From the conclusions obtained in the needs analysis, the learning strategy designed is PQ4R, because the steps used in this strategy can meet the aspects of students' wants and needs. Each stage that students do is not only relevant to the stages of the writing process. However, students can improve their reading comprehension skills at the reading stage. The drawings for the design of the model are;



Picture 1. Framework Design of PQ4R Learning Strategy Model

This design section is divided into three main stages of the six steps in PQ4R. The first stage consists of two steps, namely, preview and question directed at independent learning to develop story

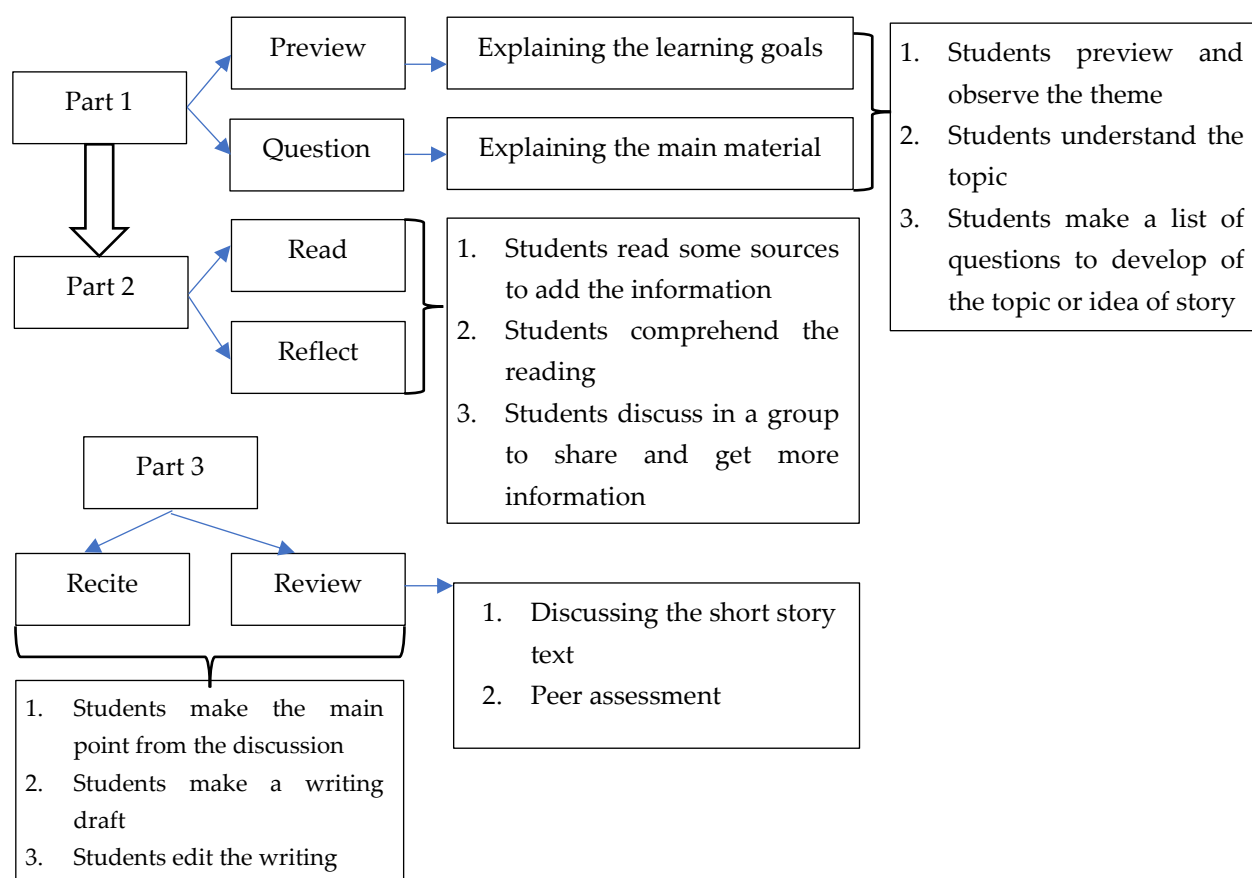
ideas. The second stage is the read and reflects step, which aims to build the ability to understand the information obtained from the reading and discussion process. The third stage is the recite and review steps which are directed at the process of writing drafts, editing manuscripts, and proofreading.

3.4 Evaluation of PQ4R Learning Strategy Model

The designed model is evaluated to determine its effectiveness and feasibility of the model. Evaluation is taken from the results of expert and peer assessments. As for several points of assessment results from experts and colleagues, among others;

1. Complete the implementation of the PQ4R strategy with components related to the syllabus design.
2. Complete the peer assessment to increase the students' editing ability.
3. The average percentage of the assessment of learning design experts is 86.32%.
4. The average percentage of the expert assessment of learning materials is 90%
5. The average percentage of peer assessment (Indonesian teachers) is 83.98%
6. The results of the readability test of the model get an average score of 3.62 with an average percentage of 90.67%.
7. The results of the assessment of the short story writing task (test) obtained are 87. The score has met the Minimum Mastery Criteria for Indonesian Language subjects.

From the conclusions obtained, the following is the final model design of the PQ4R learning strategy;



Picture 2. Final Design of PQ4R Learning Strategy Model

From the results of the final model that has been designed, it can be seen that in the review step, discussion activities are added to the students' writings and they conduct peer assessments. In this way, they can know the development of the story by their colleagues. In addition, the reading step has an impact on understanding the reading source text. The students are also enthusiastic about the variety of short stories that have been designed. This means that the PQ4R strategy can have an effect on reading skills and also increase the ability to correct written grammar and vocabulary richness (Junianti et al., 2020). This developed strategy also trains writing collaboration and collaboration.

4 CONCLUSION

The results of the study concluded that the PQ4R learning strategy model that had been developed had a positive impact on the level of enthusiasm and writing skills of students, especially in writing short stories. The review step can be added to the peer assessment process. This means that the review conducted on the results of short story writing is not only given by the teacher, but fellow students' assessments can also be done as a form of enrichment of knowledge in developing stories. They can know each other's patterns of developing story ideas. The feasibility of the PQ4R strategy model has also been demonstrated from the results of peer assessments (teachers) and learning design experts and teaching materials. Meanwhile, the results of the practice and short story writing test also showed an increase in the average score. This strategy also trains not only an impact on improving writing skills but also reading skills.

The results of the study have implications for understanding the concept of developing innovative learning strategies for various language skills. One strategy can also have an impact on improving reading comprehension. So, Indonesian teachers can take advantage of the PQ4R strategy that has been developed as a strategy for learning to write. However, the results of this study only highlight the development and implementation of the PQ4R strategy, so the use of learning media that was included during the trial has not been studied in depth. Thus, further researchers can resume research on the development of PQ4R learning strategies with digital multimedia modifications. Moreover, the application of digital technology has been popular among students, making it easy to use.

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