Teaching Learning Javanese News Writing Trough Group Investigation Method And Illustration Media In Senior High School

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Abstract. The aim of this research was for improving the students’ skill of Javanese News Writing in Senior High School student through Group Investigation Method and Illustration media. This research was a classroom action research which conducted in two cycles. One cycle was done in four steps: planning, implementing, observing, and reflecting. The subject of this research was students class X IPS 2 SMA Negeri 1 Jogonalan. The data observations were taken from the teacher, students, and document review. The data collection was done through interview, observation, test, and document review. The data validations used were triangulation technique of data source and triangulation technique. Then, the techniques of analyzing data used were analysis technique and comparative descriptive. This research described that group investigation method and illustration media could improve the quality of process and result from pre-action up to cycle II. The percentage of process quality in pre-action was 22.2%, and then improved to 69.4%, last in the cycle II the percentage improved to 83.3%. Whereas, the percentage of result quality in pre-action showed 41.6%, and then improved to 58.3%, last, in the cycle II the percentage improved to 86.1%. Based on the data explanation above, it can be concluded that group investigation method and illustration media can improve the students’ Javanese News Writing Skill on Senior High School Student.

1. Introduction

Education is one of the important things that determine the nation's progress. The education’s quality is started from the good quality of teaching-learning process. Teaching-learning activity is a situation which is deliberately designed for helping and simplifying the learning process with the expectation to build students' creativity[1].

According to the Rule of Central Java Governor Number 57 Year 2013, teaching and learning Javanese must be taught in all education units in Central Java. Language is a branch of science and also useful as the mode in absorption of knowledge into human [2]. Javanese is also one of local wisdoms which has big role for managing the person’s attitude and behavior when it used appropriately. The statement is supported by the opinion that Javanese is a unique language because contained values of politeness, friendliness, and respect for the other person. The users of Javanese in
Krama Style humble their selves and elevate the other person because in the Javanese community's belief, becoming uppity will bring bad effects to their selves [3].

In fact, the occurred phenomenon is the young generations of Java which live in Central Java are unwilling to use Javanese appropriately; they are only able to use Javanese ngoko style because of lack of understanding Javanese Krama Style. The statement is supported with the result of a study, that states the Young Generation of Java could not be able to use Javanese Krama Inggil appropriately which was proved by deep test and interview [4]. Based on interviews with Javanese language subject teachers, students are less able to use etiquette in news writing skills. This is because most students do not have a hobby of reading so their knowledge is not broad, students also rarely practice writing either news or essays. Students should often practice writing because The basis of theories of expertise development and a cognitive process theory of writing-skill development, the authors predicted that repeated practice would be associated with superior writing skills and that after controlling for repeated practice, writing within a specific task domain would be associated with superior writing skills [5]. Students are also less able to choose words that attract readers even though On the contrary, when they are inappropriately selected, they will bring about confusion for the readers [6].

Currently, the teaching and learning Javanese is desirable by students because they assumed that teaching-learning Javanese is the only local content subject study that not included in the National Examination. The students' assumption has a bad effect on their score which not achieved the Minimum Completeness Criteria. That phenomenon also occurred in SMAN 1 Jogonalan Klaten. From the explanation above, it can be concluded that the group investigation method and illustration picture were suitable methods when used in teaching and learning Javanese news writing (pawarta) in krama style. Investigation in news learning activities can increase student activity [7]. This classroom action research was expected to improve the achievement of the students' score to the minimum completeness criteria. This study was interesting to be implemented seen from the subject of this study was the Java young generation who should understand and be fluent in using Javanese; however, in fact, the students could not be able to use Javanese Krama Style correctly, event they were not interested in following the teaching and learning Javanese activity. To enable the students to respond in the teaching-learning Javanese actively, thus the researcher conducted the study entitled "Teaching Learning Javanese News Writing through Group Investigation Method and Illustration Media in Senior High School".

2. Research Methodology
This study was Classroom Action Research (CAR) which conducted in SMAN 1 Jogonalan. The data research was obtained by interview, observation, test, and documentation. The technique of analyzing data used in this research was a comparative descriptive analysis (comparative descriptive statistic and critically analysis technique). The comparative descriptive statistic used for analyzing quantitative data that is comparing the result of each cycle [8]. The data validation tested by using data source triangulation technique. Data source triangulation directed the researcher in getting and collecting available various data. Besides conducting an interview, the researcher did observation by using written documents; those were a syllabus, lesson plan and list of students score. The planning of Classroom Action Research was done in two cycles. In each cycle consisted of two meetings and there was 4 steps activity in each cycle, those were: planning, implementing the action, observing, and reflecting.

3. Result and Discussion
Teaching and learning is an effort that done consciously by teacher or mentor to enable the students to change the attitude for getting a new ability which contains a system or design to achieve the certain goal [9]. The importance of learning Javanese is described in UU RI Number 20 the Year 2003 Article 4 verse 1 about language item that is explained as follows: The language study materials include Bahasa Indonesia, the local language, and foreign language with the considerations: first, Bahasa Indonesia is the national language. Second, the local language is the students' mother tongue.

In the process of teaching and learning, a teacher should be able to choose the appropriate learning methods to create the success teaching-learning activity in accordance with the expectation and the
teaching-learning goal. The use of an inappropriate method can obstruct the achievement of the teaching-learning goal. Thus, the appropriate selection of method can realize the achievement of teaching-learning activity effectively. Group investigation is a method which involves the students' role since planning. This method demands the students to be able to communicate and able to process skill in the group [10]. Group investigation method is a method which places the students in the group, and each group is given a different task or project [11].

The picture is something created by visually in the form of two dimensions as a tool for expressing feeling or thought. In another word, a picture is media to deliver a message to another person [12]. An illustration is part of visual media. An illustration is a message or information which packaged in the form of a picture and it is more efficient rather than verbal information. The proverb says one picture is equivalents with thousand words. Every visual consist of the number of elements presented in a deliberate arrangement. There are three primary categories of design elements: visual, text, and affective elements. Visual elements may include graphics, symbol, real object, or organizational visuals. Text elements include all aspects of textual presentation, ranging from the word chosen to the font style, colors, and size used. Affective elements are those components of visual that can elicit a response from the viewer, such as pleasure, surprise, or humor. Selecting and arranging these elements appropriately result in an effective display. Following the guidelines discussed here will assist you in creating clear and effective visual.

The implementing of teaching-learning Javanese news writing was done in three activities in each cycle; those were the introduction, core activity, and close activity. Each cycle consisted of two meetings, and in each meeting had allocation time 45 minutes. The implementation of teaching and learning in the cycle II was same with the cycle I, however, the time allocation given by the teacher for discussion activity in the cycle II was longer, thus the teacher had more time to accompany the students and the students also could ask about the material they did not understand to the teacher and their friends more freely.

The assessment of teaching-learning Javanese news writing was done by assessing some aspects that have determined, those aspects were as follows: 1) content and idea; 2) content organization; 3) grammar; 4) the choice of structure and vocabulary; 5) spelling. The improvement of Javanese news writing ability can be seen from the increase in the number of the students whose score were above the minimum completeness criteria (75) which described in this following diagram:

![Figure 1. Improving the Quality of Teaching-learning Javanese News Writing Outcomes](image-url)

Based on picture 1 above, it can be seen that the number of completed students whose score could achieve the minimum completeness criteria improved in each cycle. Students whose score could achieve the minimum completeness criteria in pre-action were 15 students or 41.6%, in the cycle I there were 21 students or 58.4% of all students whose score could achieve the minimum completeness criteria.
criteria, then in the cycle II there were 31 students or 86.1% of all students whose score could achieve the minimum completeness criteria.

Furthermore, the improvement was also seen from the average score in each cycle. The improvement can be seen in this following diagram.

![Diagram showing improvement in average outcomes](image)

**Figure 2.** The Improvement of Average Outcomes of Teaching and Learning Javanese News Writing

Based on picture 2, it can be seen that the average outcomes of teaching-learning Javanese news writing on students class X IPS 2 SMA Negeri 1 JogonalanKlaten improved in each cycle. The average score of students in the pre-action was 68.9, and then in cycle, I increased to 74.7, in the cycle II the average score increased to 82.2. The improvement can be seen from the quality of content and idea development; content organization, grammar, style: the choice of structure and vocabulary, and spelling. The students' outcomes proved that the use of Group Investigation method and illustration media was appropriate to use in teaching-learning Javanese news writing. In addition, students should be directed to practice in mastering sentences because based on the research results obtained concluded that jointly effective sentence mastery and liveliness write a significant contribution (34.81%) in the text writing skills exposition [13]. It is suggested that students might best learn writing skills through cognitive apprenticeship training programs that emphasize deliberate practice [14].

The description above it can be seen that the students’ outcomes were improved in each cycle. The application of Group Investigation and illustration media was effective to use in teaching-learning Javanese news writing using *krama* style. The use of Group Investigation and illustration media could improve the students’ score in teaching-learning Javanese news writing using *krama* style. Group Investigation had an effect on the resulting improvement of the students' learning [15]. Learning motivation also has a positive effect on students' writing skills. Considering the result of research, it can be concluded that understanding of effective sentence and achievement motivation are important factors that can improve student's writing skill in descriptive text, however, achievement motivation has bigger contribution than the understanding of effective sentence [16]. Illustration media also could improve the result of the students' learning [17]. There were several significant differences between this research and the previous research, those were: (1) the use of Group Investigation and illustration media helped the teacher in delivering the teaching-learning material Javanese news writing to the students; 2) this study examined the problem more deeply rather than the other researches and showed proof that the use of Group Investigation method and illustration media could solve some problems which arose inside the teaching-learning Javanese news writing using *krama* style thus the students' score could increase both teaching-learning quality and the quality of the students' learning outcomes. Therefore, it can be concluded that there was the improvement of Javanese news writing ability in *krama* style from students class X IPS 2 SMA Negeri 1 Jogonalan in each cycle; and the improvement was seen from the increasing number of students who could achieve the minimum completeness criteria.
4. Conclusion

From the discussion above, it can be concluded that Group Investigation and illustration media could improve the result of teaching-learning Javanese news writing on students class X IPS 2 SMA Negeri 1 JogonalanKlaten. The improvement was also seen from the increasing number of students who could achieve the minimum completeness criteria in each cycle. In the pre-action, there were 15 students or 41.6% of students who could achieve the minimum completeness criteria. In the cycle, I the number of completed students increased to 21 students or 58.4%, then in cycle II the number of completed students improved to 31 students or 86.1%. Moreover, the average score in each cycle also improved. In the pre-action, the average score was 68.9, in cycle I improved to 74.7, and then in cycle II improved to 82.2.

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