The Development of Teaching Material For Popular Writing Based On Creative Industry Using M-Learning For College Students of Faculty of Language and Literature

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Abstract. The objective of the research is to produce proper teaching material for popular writing subject based on creative industry using M-learning for college students of faculty of language and literature in FBS UNJ. This research applies research and development method by Borg and Gall which consists of introduction, model development, and evaluation. This research reveals that (1) Popular writing subject which based on creative industry using M-learning is applied with text based learning approach, (2) the text used are: books review, opinion, features, and commercials, (3) field test in both small and large scale shows that there is a significant differences between average pre-test score and average post-test score achieved by the students. Therefore, creative industry based teaching material using M-learning with text based learning approach is feasible and effective in improving students’ capability in popular writing in PBSI FBS UNJ.

Keywords: teaching material, popular writing, m-learning, creative industry

1. Introduction

The college students faculty of Indonesian language and literature are taught with popular writing which refers to the curriculum of Program studi Pendidikan Bahasa dan Sastra Indonesia Fakultas Bahasa dan Seni Universitas Negeri Jakarta (PBSI FBS UNJ). The faculty of Indonesian language and literature UNJ is the pioneer in designing and implementing curriculum based on Kerangka Kerja Nasional Indonesia (KKNI) [1]. KKNI based curriculum is oriented on creative industry. However, the need for popular writing teaching material based on creative industry is yet to be fulfilled. This curriculum emphasizes on synergical learning with programs from other ministries namely ministry of trade and ministry of education and culture. Ministry of trade has a program called “Pengembangan Ekonomi Kreatif Indonesia 2025” [2]. Creative economy includes creative industry. Ministry of education and culture expects Indonesian language teachers have good quality and able to teach students in order to materialize the vision of Indonesia which is becoming developed country with high standard living society, prosperous and creative. This curriculum requires program graduates to have unique skills and capabilities compared to other program study from other universities. Prodi PBSI expects its graduates becoming qualified teachers in popular writing by which eventually support
creative industry in Indonesia using m-learning. This would be materialized with proper popular writing teaching material with m-learning.

Teaching material is an important part in a curriculum. The content of a syllabus is determined with teaching course and objective as the frame, while teaching material is the core of the frame. Syahid [3] stated that the development of teaching material is a reflection of the development of learning strategy which is in line with certain principles adopted from learning theories. Dick and Carey [4] stated that developing teaching material covers (1) students motivation, (2) conformity with the materials given, (3) follow certain order, (4) containing necessary information, (5) provide practices, (6) able to provide feedback, (7) availability of tests in line with material, (8) provide guidance for follow-up, (9) provide instruction for students to undergo further steps, (10) memorable and transferable [5].

According to Richards (2001) teaching materials could be in the form of: (a) printed materials such as books, working paper, worksheet, or reading material; (b) non printing materials such as cassette, audio records, video, (c) materials from internet. Teaching material in the form of textbook of creative industry based popular writing using M-learning which is going to be developed in this research is a teaching material containing: (a) provide knowledge in popular writing in creative industry in Indonesia, technic of producing popular writing, and how to teach popular writing; (b) improving skill in popular writing incorporating with the need in creative industry and (c) nurturing behavior in popular writing for creative industry.

Martin & Rose [6] stated that there are four stages that have to go through in text based learning, (1) prepare context, (2) text modeling, (3) text development with peers, (4) individual text development. These four stages will be the structural basis of teaching material of popular writing based on creative industry.

2. Research Methodology
This research applies Borg and Gall research and development method [7]. The stages in this research applies modified stages as stipulated in Borg dan Gall research and development, from originally 10 stages modified to only three stages namely preliminary, development of teaching material, and evaluation.

Activities in the preliminary stage include gaining information regarding the current learning process of popular writing conducted at PBSI. Information is gathered through observation, questionnaire, interviews, desktop study, need analysis study, and determining the feasibility of popular writing process using M-learning. The result from preliminary stage is used for designing and developing the product later on.

Activities during development of teaching material model is the development of initial product based on program plan for the semester or rencana program semester (RPS) and also the design established during preliminary stage. Activities during evaluation stage include revision of the first teaching material model by three experts, perform revision based on feedback from the three experts, perform field test in a small scale or first trial (10 students) for students of level III undergoing subject of popular writing of year 2017/2018, revision based on findings on the first field test, perform field test in large scale or second trial (1 class of 30 students) for students at level II of year 2017/2018, revision based on findings from the large scale field test, and lastly determining the the model of teaching material for creative industry based teaching material using M-learning. These three stages producing data which can be grouped in two namely qualitative data and quantitative data.

Firstly, quantitative data gained from need analysis in the form of questionnaire. The data is collected from students of level III undergoing subject of popular writing of year 2017/2018. Data collection was through survey. The tool used for data collection was questionnaire. Beside those mentioned data, qualitative data was also collected from observation on the learning process and interview to respondents. Researcher as the main instrument was assisted with observation guidance and interview guidance.
Secondly, qualitative data from the capability of popular writing based on desktop study of Semester program plan (RPS), textbook used for popular writing prior to the development of the teaching material. Quantitative data of students capability in popular writing was collected from the field test one and two. This data is in the form of score based on the approved reference. Thirdly, feasibility study by three experts in the form of assessment. The assessment consists of numbers, comments and inputs. Fourth, quantitative data in the form score of students answers. This data reflects students perception toward the existing teaching material of creative industry based popular writing [8].

The subject in this research is grouped into three stages of research, they are subject during preliminary stage, subject during model development, and also subject during evaluation stage. All instruments have undergone validity test by three experts consisting of expert in writing, expert in popular writing, and expert of teaching material. The assessment by three experts was used to revise instrument which is going to be used by the researcher. Next, the instrument was tested on students twice [9].

Data analysis technic used in this research has been adjusted accordingly with the stages in this research. Quantitative data from the questionnaire of need analysis was gathered by conversing the response into score. Data of observation and interview result is presented in descriptive manner and data analysis table, and quantitative data related to feasibility of teaching material assessed by experts was collected by conversing the respond into scores. Data which is related to students perception after the test was collected by conversing the respond into scores.

Field test both small scale and large scale was analyzed qualitatively and quantitatively. Qualitatively, data is presented in descriptive manner in data analysis table for each unit. And then the data is described according to competency expected by respective unit. This descriptive analysis came ot with various findings. Next, the data was quantitatively analyzed using scoring guidance to come up with percentage of students with popular writing competency using the teaching material. Then the data went through “t test” to find out the effectiveness of the teaching material using m-learning in improving students capability in creative industry based popular writing.

3. Result And Discussion
The result of this research at this stage is related to expert assessment on the teaching material of creative industry based popular writing which is being developed, revision on the teaching material was based on expert assessment, field test at small scale (test I), revision on teaching material based on small scale field test (test I), result of field test at large scale (result of field test II), revision on teaching material based on large scale of field test (test II), revision on on teaching material using m-learning.

Feasibility study was performed by three experts in designing and developing teaching material for writing. The feasibility study resulted in 2 kinds of data namely quantitative and qualitative. Based on the experts assessment, in average this teaching material is adequate. Therefore, theoretically and conceptually this teaching material is proper enough to be used for creative industry based popular writing subject at PBSI FBS UNJ. The experts also gave feedback on the teaching material such as additional theory of creative industry based popular writing in unit 1 of the preliminary, instruction for every exercise and quiz has to be clear. Every teaching material should have enforcement and stressing. Please see the details in table 1.
Table 1. Feasibility Study by Experts

| NO. | ASPECTS BEING ASSESSED       | EXPERTS | AVERAGE |
|-----|------------------------------|---------|---------|
|     |                              | A       | B       | C       |         |
| 1   | Objective and Approach       | 4       | 4       | 4       | 4       |
| 2   | Design and organisation of teaching material | 4 | 4 | 4 | 4 |
| 3   | Topic                        | 4       | 4       | 4       | 4       |
| 4   | Exercise                     | 3,5     | 4       | 3,5     | 3,6     |
| 5   | Assessment                   | 4       | 4       | 4       | 4       |
| 6   | Use of Language              | 4       | 4       | 4       | 4       |
|     | AVERAGE                      | 3,1     | 3,25    | 3,25    | 3,2     |

Test result with small scale showed that expected competency in creative industry based popular writing was well achieved, however this teaching material still required some revisions. The revisions are concerning the design of the teaching material, kind of exercise, and scoring. The first revision regarding design of the teaching material was done through additional activity on individual project. The second revision was on scoring of exercise, quiz, and activity of every unit.

The competency result in every unit was described as follow. For competency of unit I which is describing theory and concept of popular writing, competency result for pre-test did not acieve target. Only 10% of the students belong to good category, 80% belong to fair category, and 10% of the students ended up in poor category. None of the students could achieve very good category. In the post-test, there was a significant improvement, 70% of the students belong to very good category, 20% at good category, and 10% ended up in fair category. This shows that most of the students could comprehend the teaching material well.

For competency of unit II which is writing review text, competency result during pre-test was below target. Only 10% of the students were able to achieve good category, 80% got fair category, 10% of the students belong to poor category. None of the students were able to achieve very good category. In the post-test, there was a significant improvement, 80% of the students were able to achieve very good category, 10% in good category, while the rest of 10% ended up in fair category. Therefore, the result showed that the students were able to comprehend the teaching material quite well.

For competency of unit III which is writing opinion text, the competency result at pre-test was below target. Only 10% of the students belong to good category, 80% belong to fair category, and 10% of the students were in poor category. None of the students could achieve very good category. At the post-test, there was a significant improvement, 70% of the student managed to achieve very good category, 20% belong to good category, and only 10% belong to fair category. It shows that the students were able to comprehend the teaching material sufficiently.

For competency of unit IV which is writing features, students competency at pre-test did not achieve target as there was only 20% of the students achieve good category, 70% achieved fair category, and 10% was in poor category. None of the students could achieve very good category. At the post-test, there was a significant improvement as 80% of the students could achieve very good category, 10% achieved good category, and only 10% in fair category. This means that most of the students could comprehend the teaching material well.

For competency of unit V which is writing commercials, competency at pre-test was below target as there was only 30% of the students achieved good category, 60% achieved fair category, and 10%
belong to poor category. None of the students achieved very good category. At that post-test, there was a significant improvement, 80% of the students achieved very good category, 10% of the students achieved good category, and the other 10% achieved fair category. This reflects sufficient comprehension of the students towards the teaching material.

For competency of unit VI which is designing creative industry based popular writing learning, the competency test during pre-test was still below target. There was only 20% of the students achieved good category, 70% were in fair category, and 10% were in poor category. None of the students were in very good category. At the post-test, there was a significant improvement as there was 80% of the students were in very good category, 10% belong to good category, and only 10% was in fair category. Therefore, most of the students were able to comprehend the teaching material.

Based on students perception toward teaching material of creative industry based popular writing at the end of small scale field test showed that the average margin of pre-test and post-test was significant. The degree related to t score was 5 (6-1). The result of t calculation achieved in every unit was above t table, therefore, this teaching material is considered effective in improving students capability in popular writing.

Field test at large scale showed that expected competency in popular writing in creative industry using m-learning was well achieved. However there was some revision which need to be done namely typo and numbering errors. Therefore, there is no significant changes in the teaching material and there is no change in content and physical structure in the teaching material.

Competency test for respective unit in this field test could be described as follow. Every competency describe theory and concept of popular writing, students competency test at the pre-test was below target. There was only 10% of the students achieved good category, 80% of the students achieved fair category, and 10% belonged to poor category. None of the students could achieve very good category. At the post-test, there was a significant improvement, 70% of the students were able to achieve very good score, 20% got good score, and only 10% got fair score. Therefore most of the students were able to comprehend teaching material using m-learning.

4. Conclusion
Based on research result and discussion, it can be concluded that there was a significant improvement in Prodi PBSI FBS UNJ students capability in creative industry based popular writing using m-learning after being introduced with text based teaching material and inductive design of teaching material. Consequently, the teaching material developed in this research is feasible to be applied in Prodi PBSI FBS UNJ to improve student capability in understanding, reviewing and writing popular text.

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