

Model of Fable Text Story Containing Attitude and Moral in Language in Literature Course at Faculty of Language and Literature, Universitas Negeri Medan

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Abstract

The use of language in speaking will show how a person's attitude is in using his own language or others language when someone is in the process of communicating (speaking). Freedom of language can be seen from his/her attitude of the language. The language used should be seen in its context, for example in literature. The literature context is written with various characteristics, they are in terms of content, expression and beauty. Literature work is the results of an imagined human creation. One of them is a fable story. This fable story is a story about human life whose characters are animals that the behavior resembles humans. This study focuses on the model of fable text story and its effect on the improvement in attitude and moral in language of Indonesian Language Study Program students at the Faculty of Language and Arts, Universitas Negeri Medan. Therefore, theoretically and practically, this research is expected to be able to contribute. Theoretically, this research contributes as a reference in science, they are the model of fable story which contains attitudes and moral in language in the Literature course at FBS Unimed. Practically, the findings of this study will be useful for: government, Indonesian language teachers, and any other research. The stages of this research were conducted with a preliminary stage, and evaluation by using a research and development design. This method is a research method that uses to produce products and test the effectiveness of the products (Sugiono, 2010). The research results are reputable scientific publication articles in the form of indexed journal or proceeding or web of science, final reports that registered with copyright, and a model of fable text story in the KI form (patent or simple patent or copyright, or industrial product design). As an additional output, it is as a mandatory result and a speaker of international scientific seminars.

Keywords

fable; language attitude;
moral



I. Introduction

The use of language in social life is inseparable from the determinants of acts in communication and the politeness principles and is realized in communication acts. Language is defined as a purely human and non-instinctive method of communicating ideas, emotions, and desires through a system of voluntarily produced symbols, according to (Syahrin, 2018) First and foremost, language is an auditory representational system of symbols. Language maintenance is compulsory responsibility of the users of the language (Ramlan, 2018). There are at least two things that need to be considered in the assessment of language politeness, they are how we speak and with whom we speak. Naturally,

language and moral attitudes can be seen from language politeness and ethics in social life in the society by using language and choosing good words, by paying attention to where, when, to whom, with what purpose we speak politely.

The use of language in language will show how a person's attitude is in using his/her own language or the others' language when someone is in the process of communicating (speaking). The freedom of language can be seen from his/'her attitude towards the language. The language used should be seen in its context, for example in literature. The literature context is written with various characteristics, they are in terms of content, expression and beauty. Literature work is the results of an imagined human creation; one of them is a fable story. It is still often found in the learning process in the classroom, whether conducted by teachers or students. The speakers use sentences that are often not in accordance with ethics and polite speech. This condition may be caused by habitual factors conducted at home, in the environment, or with friends. This fact becomes the basis for the cause of the low ability of the students to understand literature lessons and explore skills from fable text stories.

The lack understanding of the students is caused by several things, including less enthusiastic in participating in literature lessons, especially fable stories, having difficulty in understanding literature texts (fables). This is because the fable material only focuses on answer the questions and what is the content of the text, feeling bored with the text of the fable story which is delivered monotonously and not various, being not involved in finding problems in the material. The teachers find it difficult to find an appropriate learning model. So far, the teaching staffs teach the learning of fable texts using a conventional model with the lecture method. For that reasons, the researcher tries to implicate the language in the fable text to be used as a speaking model for the fable text that contains attitude and moral in language in the students' environment.

II. Research Method

The developed research is a research and development (R&D) by using the 4D method, they are defining, designing, developing and disseminating. The product of this research is a fable story model which contains attitude and moral in language. The steps in the developed learning refer to the synectics model and the modified direct instruction model which is used as the basis of this research.

This study focuses on developing a story model and its effect on the improvement in language and moral attitudes of Indonesian Language Study Program students at the Language and Arts Faculty, Universitas Negeri Medan. Therefore, this research is expected to be able to contribute theoretically and practically. Theoretically, this research contributes as a reference in the development of knowledge that is the development of a fable story model which contains attitude and moral in language in the Literature course at FBS Unimed. Practically, the findings of this study will be useful for government, Indonesian language teachers, and any other research.

Model is an accurate representation of the actual process that allows a person or group of people to act on the footing represented by the model. The model can also be interpreted as a visualization or conceptual framework that is used as a guide in conducting activities, so that it can be in the form of a type or design, descriptions or analogies used to assist the visualization process as well as a description of a possible or imaginary system. Moreover, the model also has a goal to be achieved and has a procedure or steps used to achieve the goal.

The development of the fable story model is an applied research process in the form of type design, description form, and activity system which is processed with scientific research principles. Thus, it is hoped that an effective, efficient, practical and interesting learning model will be created when it is used to solve learning problems in meeting the community needs. A new program model developed by the developer himself is to meet the learning needs of the community. Moreover, a fable story telling model containing new language and moral attitudes is also needed as enrichment.

The model of the interaction process between students as participants and the educators and the learning resources in a learning environment will make students able to apply the theory into the practice of learning the fable story model which contains language and moral attitudes so that they have skills in speaking. The mentoring model is a model of the interaction process between the students and the educators and learning resources in a particular learning environment to provide a guidance and direction to the students in developing their abilities to have attitudes in accordance with the knowledge and skills that they already have. The model can be in the form of a physical picture of a fable. The scope of the model is described in its entirety (as a system) or in the form of parts partially.

The development is conducted on a wider dimension to improve the quality of learning, evaluation, to improve the quality of life and livelihood. The target of the model development is the synectic model and the direct instruction model that will be used in the learning process for students who face problems in communicating (speaking).

The developed model needs to have the following characteristics: (1) Specific model to be developed must be specific in the sense that it focuses on one object specifically on the core problem. (2) Measurable model to be developed must be quantitatively observable and measurable. Therefore, the aspects developed have indicators that make it easier to check their achievement whether the model has been able to process the students in order to get a learning experience in accordance with the competencies they must have, and learning experiences that can be achieved through the developed model. (3) Applicable model to be developed is based on the procedure that is easy to implement by anyone who will use it. (4) Attainable model to be developed can be used and achieved easily. (5) Reality model to be developed should be based on facts, data, and real problems in the field, not a social engineering. (6) Time limit model to be developed should have a clear time span according to its needs.

In developing the program and learning model, it is necessary to pay attention to the following principles of model development, they are: (1) Relevance and Accuracy. The developed model should be relevant to the development of science and technology, the needs and characteristics of potential targets, as well as society in general. Moreover, the developed model must also be right on target. (2) Flexibility and appropriateness of the developed model should be designed flexibly so that the changes can be made during the implementation process. Moreover, it is also necessary to pay attention to the accuracy, suitability, and fairness of the developed model. (3) The efficiency of the developed model should be implemented by using simple and low-cost equipment. (4) The continuity of the developed model should be implemented on an ongoing basis even though the development process has been completed. (5) The effectiveness and benefits of the developed model should obtain the results in accordance with the objectives that have been set and can be utilized properly by the prospective target. (6) The developed model should be able to show something new and achieve any effective and efficient goals. (7) Interesting. The developed model should be able to encourage the target to conduct the same activities after the development process ends, and be able to encourage the model users to use the developed model. (8) Scientific. The developed model should apply the

principles, methods and procedures of research and development. (9) Originality. The developed model should be the result of thinking, design, validation and testing conducted by them. (10) Constructive. The developed model should be able to improve and enhance the learning.

III. Discussion

The arrangement of the learning model is based on certain educational and learning theories which have specific learning objectives and can be used to improve learning activities in the classroom; containing learning steps, explaining each reaction principle, explaining social systems to support the learning process, having a learning support system, and having an impact as a result of implementing the learning model.

The learning model is a pattern that can be used by teaching staff to create a different atmosphere with the steps that have been arranged so that it can create a different and varied learning atmosphere. In accordance with the demands of the times, currently learning requires a model that is able to encourage the students to develop their mindset. The development of a mindset will direct them to have the ability to solve life problems and become more creative and innovative human beings (Hamruni, 2012: 104). One strategy that can be used to develop the quality of the learning process is by using a synectic model collaboration and a direct instruction model on the material of the fable story text which contains language and moral attitudes.

The problem found is that the students have not yet constructed a fable text story as a medium to be used as a model to develop characterized by the characteristics of the use of language in the fable text story. Based on this problem, an analysis of the problem is conducted to find out the cause of the problem so that any solutions can be found to overcome it. The problem analysis was conducted through interviews with the teaching staff and students, as well as analyzing the synectic models and direct instructions on the material of fable texts which contains language and moral attitudes used by teaching staff.

The literature teachers were Mrs. Dr EllyPriyas and Mrs. Dr Muharrina on Friday in April 22, 2022. Meanwhile, the students were regular students A, regular F, and regular C which held on Monday 11 April 2022. The interviews were conducted in an unstructured manner. The list of interview questions is not arranged absolutely and systematically. Only a list of questions that is likely to be asked. The questions can evolve according to the interviewee's answers. The unstructured interviews were conducted so that the interviewed students and lecturers felt comfortable and did not feel stiff so that the results obtained were in accordance with the reality that occurred in the field.

The data for analysis needs were obtained from questionnaires that distributed to teaching staff and the students. Based on the table that has been analyzed, it can be described that the two literature experts agree on the learning the material need for the fable story text which contains teachers by synectics and direct instruction models.

There are 62.5% and strongly agree was 37.5% agree. This means that both experts stated 100% that the synectic and direct instruction model are needed. Besides to the teachers, a needs analysis questionnaire was also given to the students. The questionnaires for students are given to complete the data or information about the needs from the student's point of view. The results of the needs analysis questionnaire from literature teaching staff are as follows.

Table 1. Analysis of Learning Model Needs Based on Literature Teacher Responses

No	Statement	choice	Voter	Number of lectures	Percentage
The need of synectic and direct instruction model					
1.	A model of fable story text which contains an attitude and moral in language is needed	1	-	2	-
		2	-		-
		3	1		50%
		4	1		50%
2.	A model with more communicative language is needed to be given to the studets	1	-	2	-
		2	-		-
		3	2		100%
		4	-		-
3.	A model is needed to be given to the students in fable text learning	1	-	2	-
		2	-		-
		3	2		100%
		4	-		-
4.	The availability of a model that will help the lecturers and the students to understand the fable story text which contains attitude and moral in language.	1	-	2	-
		2	-		-
		3	-		-
		4	-		100%
Total		1	-		-
		2	-		-
		3	5		62,5%
		4	3		37,5%
The need of fable story model which contains attitude and moral in language					
5.	Fable story text material as a media is nedede to teach by using synectic and direct instruction model modification	1	-	2	-
		2	-		-
		3	-		-
		4	2		100%
6.	Inculcating character values for language norm learning in fable texts with synectic and direct instruction model modification is needed	1	-	2	-
		2	-		-
		3	-		100%

The questionnaire results on the needs of the Synectics and Direct Instruction model on the material of the fable text which contains the students' attitudes and moral in language at the Faculty of Literature, Unimed

No	Statement	choice	Voter	Number of lectures	Percentage
The need of self concept model					
1	A model of fable story text which contains an attitude and moral in language is needed and fable story text material as a media out of the available model to understand the fable story in understanding attitude and moral	1	-	126	0%
		2	1		0,8%
		3	90		71,4%
		4	35		27,8%

2	A model with more communicative language is needed.	1	-	126	0%
		2	1		0,8%
		3	70		55,6%
		4	55		43,6%
3	A model as a style in story telling is needed to support the attitude and moral in language	1	1	126	0,8%
		2	16		12,7%
		3	76		60,3%
		4	33		26,2%
4	The availability of synectic and direct instruction model out of other model will help to understand the fable story which contains attitude and moral in language.	1	-	126	0%
		2	1		0,8%
		3	66		52,4%
		4	59		46,8%
Total		1	2	126	0,2%
		2	19		3,8%
		3	302		59,9%
		4	182		36,1%
The need of fable text material					
5	Fable text material is necessary to study	1	-	126	0%
		2	1		0,8%
		3	76		60,3%
		4	49		38,9%
6	Inculcating character values for language norm learning in fable texts is needed	1	1	126	0,8%
		2	6		4,8%
		3	79		62,7%
		4	40		31,7%
7	The lecturers need to know the character of the students in telling the stories in the implementation of the learning	1	-	126	0%
		2	3		2,4%
		3	58		46%
		4	65		51,6%
8	Knowledge of fable texts is required and its application to the language norm and moral attitudes that underlie the implementation of the learning	1	-	126	0%
		2	6		4,8%
		3	64		50,8%
		4	56		44,4%
9	A Knowledge of language politeness in speaking is needed in accordance with fable text learning	1	-	126	0%
		2	7		5,6%
		3	62		49,2%
		4	57		45,2%
10	Being interested in knowing language and moral attitudes in the implementation of the learning by using synectic model modifications and class meetings by utilizing fable texts	1	-	126	0%
		2	1		0,8%
		3	70		55,6%
		4	55		43,7%
Total		1	1	126	0,1%
		2	24		3,2%
		3	409		54,1%
		4	322		42,6%

The questionnaire results on the needs of the synectics and direct instruction model on the the fable text material which contains the students' attitude and moral in language at the Faculty of Literature, Unimed for students in Class A, B, D, E and F with a total of 126 students as respondents can be described as follows.

A total of 0.2% of students stated strongly disagree, 3.8% disagreed, 59.9% agreed, and 36.1% stated strongly agree on the need for synectics and direct instruction models on the fable story text material of which contains attitude and moral in language. This means that 96% of the students need synectics and direct instruction models for fable text material which contains attitude and moral in language. Meanwhile those who do not need a model on fable text material are only 4%. The students who disagree with the synectic model and direct instruction on the fable story text materials which contain the material of stated that the model has been used so far is sufficient to understand the fable text, so there is no need for a synectic model and direct instruction on the charged fable text material of the material which contains attitude and moral in language. Meanwhile the statement of the need for fable text material which contains attitude and moral in language stated strongly disagree in which 0.1% students disagree and 3.2%, agree, and 42.6% strongly disagree. This means 96,7% of the students stated that they needed a synectics and direct instruction learning model for fable text material which contains attitude and moral in language and only 3.3%. considered fable text material which contains only 3.3%. is not needed.

The results of the lecturers' responses to the model of the fable story text which contain attitudes and moral in language.

No	Statement	X1	X2	Total	Percentage	Criteria
The display of Fable Text Model Containing Attitudes and moral in language						
1	The display of the fable story text containing attitudes and morals as a whole is interesting	4	4	8	100%	Very good
2	The text or writing on this model is easy to read	4	4	8	100%	Very good
3	The images match the material	4	3	7	87,5%	Very good
4	The dialogue display of the fable story text is clear and attractive	4	4	8	100%	Sangat Baik
Average		4	3,8	7,8	96,86%	Very good
Presentation of the fable story text model containing Attitude and Morals						
5	The Instructions for using the model are conveyed clearly	3	4	7	87,5%	Very good
6	The language used in the module is easy to understand	4	4	8	100%	Very good
7	The presentation of the material in the module is arranged systematically	4	4	8	100%	Very good
8	The material of the fable text listed is in accordance with the problems in everyday life	4	4	8	100%	Very good
9	The samples of texts are related to the daily life of students	3	4	7	87,5%	Very good
10	The questions used in the module are in	4	4	8	100%	Very good

	accordance with the material for the fable story text containing attitudes and moral in language					
	Average	3,7	4	7,7	95,83%	Very good
The advantage of model						
11	The model can be implemented independently by students	3	3	6	75%	Good
12	The model helps the students understand the fable text material in accordance with Islamic teachings	4	3	7	87,5%	Very good
13	The model is easier for teachers to instill the character values that have a language morph for students	4	4	8	100%	Very good
	Average	4	3,3	7,3	91,7	Very good
	Total	3,9	3,7	7,6	94,79%	Very good

Based on the results of the lecturers' responses, the model was declared valid with the criteria of "very good" and obtained an average percentage of 94.79%. The average percentage obtained from the module display aspect is 96.86% with the "very good" criteria. The material presentation aspect is 95.83% with the "very good" criteria, and the module benefits aspect is 91.7% with the "very good" criteria. "

Derived from the research results on individual trials, it can be concluded that the fable text model which contain the developed attitudes and moral in language is feasible or valid with the criteria of "very good" and the total average percentage is 82.41%. The average percentage results obtained based on the assessment indicators from the material aspect of 80.56% with the criteria of "very good". The the language aspect was 85.42% with the "very good" criteria, and the interest aspect was 83.33% with the "very good" criteria.

IV. Conclusion

The conclusion that can be drawn from the results of this questionnaire is that students majoring in Indonesian language and literature at Unimed still need other models besides the model used by Indonesian language teachers who have been used to study fable text material. The needed model is a more communicative one so that it is easier for students to understand. One of the models needed by students is the synectic and direct instruction model on the fable text material which contains attitudes and moral of language. As students of the Indonesian language department, they need to know the characters in the fable text which are guided by attitudes and morals. Therefore, the students in Indonesian language and literature at Unimed need knowledge of fable text material which contain general attitudes and moral in language. For this reason, it is necessary to develop a fable text story model which contains attitudes and moral in language.

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