

The Comparison of Treffinger Model to Rewrite an Anecdote and Short Story Folklore Text for Class X of SMA Negeri 6 Padang

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Abstract

The purpose of this study was to describe the comparison of using Treffinger model to rewrite anecdotal and short story folklore texts for class X students of SMA Negeri 6 Padang. The type of the research is quantitative research with experimental method. The population of this research are 255 students of class X of SMA Negeri 6 Padang 2022/2023 academic year. Sample of the research was taken by using simple random sampling technique. The instrument of the research was writing test of anecdotal and short story folklore text. After treating the sample classes by using Treffinger model, X IPA 2 and X IPS 4 was tested to write anecdotal text, X IPA 1 and X IPS 3 was treated to write short story folklore text. The results of the research were as follows; first, students' average score in writing short story folklore text who taught by using the Treffinger model were of 82.67 with good category (range of 76% -85%). Second, students' average score in writing anecdotal text by using Treffinger model were 75.50 with more than adequate category (range of 66%-75%). Third, there is a significant comparison between students' ability to rewrite anecdotal texts and short story folklore text by using Treffinger model at class X students of SMA Negeri 6 Padang.

Keywords: treffinger model, anecdotes text, short story, folklore text

Introduction

Text-based learning is basic of Bahasa Indonesia learning text in the 2013 curriculum. The text-based approach emphasizes students' understanding of various text types according to their level of education (Sumarsono, 2018; Mulyaningsih et al., 2022). Text is a unit of language that is taught orally or in writing which functions to express and communicate ideas to others. One of skills in Bahasa Indonesia learning is writing. Writing is one of creative process doing by people to express the ideas, thought, and knowledge in written form (Bair & Mader, 2013). In learning of Bahasa Indonesia the students are required to be able to write texts that can be used by many people, such to record, explain, or report something (Dian et al., 2022).

Tarigan (2008); Oflaz (2021); Said (2021); and Al-Khresheh et al., (2020) The argument posits that writing serves as a language proficiency that facilitates indirect communication, as opposed to face-to-face interaction with interlocutors. The act of writing can be construed as a means of conveying emotions or sentiments through the medium of written language. It is anticipated that the readers will comprehend the information presented. In essence, writing serves as a means of indirect communication with individuals. According to Dalman (2014), writing is a communicative endeavour that involves the transmission of information through written language as a medium to others.

Moreover, writing is a cognitive process that involves the generation and articulation of ideas through the medium of written language, with the purpose of informing, persuading, or entertaining the intended audience (Cesaria et al., 2022; Thi & Nikolov, 2022). Writing activities can involve several components, for example, the writer, the content, the channel or media, and the reader. Writing has various purposes, such as convincing, telling, and entertaining.

There are some kinds of entertaining writing text in Bahasa Indonesia. One of the texts is anecdotal. According to Kosasih (2016), an anecdotal text is a narrative that is intended to convey a particular lesson while also being amusing or captivating. Anecdotes are typically portrayed as accounts of genuine events that involve real individuals, who may or may not be well-known, and often occur in a specific, recognisable location. Furthermore, it is worth noting that there exist five anecdotal text structures, including the abstract structure. This structure serves as an initial section that outlines the context or overall depiction of the contents of a given text. Orientation constitutes an integral component of the narrative that culminates in the emergence of a crisis, conflict, or pivotal incident. This component is the root of the current crisis. The third element of an anecdotal narrative is the occurrence of a crisis or complication, which serves as a fundamental component of the story's events. This segment of the narrative often features humorous elements that elicit amusement and mirth from the audience. The fourth element, namely reaction, refers to a previously expressed response or reply. The reaction in question can take the form of either denunciation or application. The coda represents the denouement or final section of a narrative, serving as an indication of its conclusion (Kosasih, 2014).

The other kind of writing texts which is taught in Bahasa Indonesia is folklore. Folklore is an ancient story that lives among the people and is passed down and spoken orally (Endaswara, 2013). Folklore is a form of Indonesian historical and cultural wealth in the form of prose and can become the hallmark of a particular area (Maryelliwati et al., 2022). The primary purposes of folklore are to provide entertainment, impart knowledge, and convey moral lessons. Like other forms of oral literature, the dissemination of folklore occurs through oral channels, primarily through verbal communication, and is transmitted across successive generations. This phenomenon provides the possibility for numerous variations of every pre-existing folklore (Riyani & Ramazan, 2020).

Folklore is often presented in the form of short stories for educational purposes. Various types of short story structures exist, including one known as orientation. This structure encompasses the initial presentation of characters, settings, and other essential elements of the story. In the genre of short stories, it is customary for the author to present the challenges faced by the protagonist. The inclusion of complications in the narrative structure is manifested through the incorporation of stories that depict the ramifications of the issues faced by the protagonist. The outcome may manifest as either interpersonal discord or intrapersonal discord, also known as inner turmoil, or as responses from other individuals within the narrative. Resolution refers to the solution that addresses the issues faced by the character. The abstract serves as an introductory section to the narrative presented by the author of a short story. This segment is currently in a functional state. The presence or absence of certain elements in a short story text may vary. The coda refers to the final remarks made by the author after the completion of the narrative presented. The coda may serve as a denouement to the narrative of a literary work (Kosasih, 2014).

Whilst anecdotal and folklore texts may be entertaining, they do not provide optimal learning opportunities for students due to certain constraints. According to the findings of an interview conducted on July 2, 2022 with a Bahasa Indonesian teacher (SSR), it was revealed that students in class X at SMA Negeri 6 Padang were facing difficulties in producing accurate anecdote texts. This was attributed to a lack of comprehension of the structural elements and linguistic conventions associated with such texts among a significant proportion of the students. The suboptimal nature of anecdotal text rewrites by students is evident. One possible factor that can be discerned is the lack of student engagement in the process of rewriting anecdotal texts. Secondly, it has been observed that students exhibit a lack of comprehension regarding the organisational structure and linguistic characteristics employed in anecdotal texts. The level of engagement of students who have written in an unstructured and spontaneous manner is observable. Subsequently, the outbreak of the pandemic resulted in a decline in the effectiveness of learning and a dearth of opportunities for students to engage in writing practise. The challenges encountered by students can significantly affect their academic performance, particularly in the composition of Bahasa Indonesia written works.

Subsequently, an interview was carried out with a Bahasa Indonesia instructor (MP) who revealed that the tenth-grade students of SMA Negeri 6 Padang were encountering difficulties in transforming folklore into a concise narrative due to the intricate nature of the task. The process of converting folklore texts into short stories is a challenging undertaking. The students are solely reproducing pre-existing folklore literature. The identified reasons among the students are twofold. Firstly, the students exhibited a lack of initiative in communicating their learning difficulties to their teacher. Secondly, the students held the perception that folklore is an archaic narrative genre that poses significant challenges for contemporary development.

Following the completion of interviews with teachers, additional interviews were carried out with students enrolled in Class X at SMA Negeri 6 Padang. The problem in learning Bahasa Indonesia was clarified based on the students' interviews. Initially, the students expressed their dissatisfaction with the pedagogy employed in the instruction of Bahasa Indonesia, citing a lack of variety and stimulation in the delivery of the material. The learning process was perceived by the students as tedious and unengaging. Secondly, in the context of online learning, students were not fully engaged with the teacher's explanations, resulting in a lack of comprehension of the material. The students were unable to provide a clear explanation of the material even after the teacher had confirmed it. Thirdly, there is a common belief among students that folklore is limited to traditional narratives and cannot be adapted into contemporary forms of storytelling.

Based on the problems were faced by the students and the teacher in teaching Bahasa Indonesia text, it is important to apply teaching method in order to help the students having a skill in writing. According to Shoimin (2014), the Treffinger model is a model that addresses creativity issues directly and provides practical suggestions on how to achieve cohesiveness. The Treffinger model involves affective and cognitive skills at every level. This Treffinger model shows the interrelationships and dependencies between creative and cognitive skills in encouraging creative learning.

Methods

This type of research is quantitative research. The method used in this research is experimental research. According to Sugiyono (2018) in experimental research, there is treatment, while in naturalistic research there is no treatment. The present investigation focuses on the cohort of high school students enrolled in the 2022/2023 academic year at SMA Negeri 6 Padang, specifically those belonging to the X grade level. The sampling technique in this study was purposive sampling, in which the sample was taken based on a specific purpose. The sample population comprises nine distinct classes. The present study involves an examination of student test scores obtained through implementation of the Treffinger learning model. Initially, the analysis pertains to the evaluation of student performance in the re-creation of anecdotal literature and their proficiency in transforming folklore narratives (saga) into concise short stories. Secondly, the process involves the identification and evaluation of various aspects, followed by the application of appropriate corrections and scoring measures. Thirdly, the process of assigning grades to the scores achieved by students in composing anecdotes and folklore texts, both with and without the implementation of the Treffinger learning model. In the fourth instance, an assessment is conducted to categorise the significance of composing anecdotes and folklore literature, both with and without the utilisation of the Triffenger learning model, for class X students of SMA Negeri 6 Padang. The evaluation is based on a scale of 10.

The present study examines the significance of two skills, namely the capacity to reproduce anecdotal texts and the aptitude to transform folklore texts (saga) into concise narratives, among students of class X SMA Negeri 6 Padang. The investigation also compares the effectiveness of the Treffinger learning model with traditional teaching methods in this regard. The sixth step involves ascertaining the mean skill count associated with the recreation of anecdotal texts and the capacity to transform folklore texts (saga) into short story format, both with and without the utilisation of the Treffinger learning model. The seventh component pertains to the presentation of data derived from textual outcomes concerning the recreation of anecdotal texts and the proficiency in transforming folklore texts (saga) into concise story formats.

This is achieved through the utilisation of the Treffinger learning model, and the results are displayed in the form of a histogram for each indicator. The eighth step involves performing normality and data homogeneity tests to recreate anecdotal texts and transform folklore texts (saga) into short

story format, both with and without the utilisation of the Treffinger learning model. The final step involves drawing conclusions and analysing the results. This entails conducting normality and data homogeneity tests to compare the effectiveness of two approaches: recreating anecdotal texts and transforming folklore texts (saga) into short story form, with and without the implementation of the Treffinger learning model. Finally, it is imperative to draw conclusions and conduct a thorough analysis of the obtained results. Conducting normality tests and data homogeneity tests, as well as utilising the Treffinger learning model, can facilitate the transformation of anecdotal texts and folklore (saga) into concise short stories. Finally, it is necessary to draw conclusions and analyse the results.

Result and Discussion

The study's outcomes necessitate a discussion based on the research findings presented. The present study delineates the discovery in two distinct manners as follows. Initially, the writing proficiency of students was assessed in the control group through the task of rephrasing anecdotal text without the utilisation of the Treffinger model. The second objective of this study is to assess the writing proficiency of students in the experimental group as they engage in the process of rewriting anecdotal text using the Treffinger model.

3.1. Students' Writing Ability to Rewrite Anecdotal Text at Class X of SMA Negeri 6 Padang without using the Treffinger Model

Based on the results of data analysis, it is known that students' ability to rewrite anecdotal texts without using the Treffinger model for class X students of SMA Negeri 6 Padang with an average of 62.50. It can be categorized into enough category (56% -65% on a scale of 10). The ability to rewrite anecdotes without using the Treffinger model class X students of SMA Negeri 6 Padang are grouped into five classifications, namely good, more than enough, enough, almost enough, and less.

Table 1. Students' Writing Ability to Rewrite Anecdotal Text at Class X of SMA Negeri 6 Padang without using the Treffinger Model

No	Score	F	FX
1	100	1	100
2	66.67	13	866.66
3	33.33	11	366.66
	Amount	25	1333.33

According to the analysis of the data pertaining to each indicator, it can be inferred that the students exhibit a higher level of proficiency in the abstract structure indicator as compared to the cuteness indicator, which appears to be comparatively less mastered by them. This demonstrates that students continue to struggle with generating amusing concepts in the anecdotes they compose. The analysis of student scores revealed that out of the total number of students, 5 students scored above the KKM, whereas 20 students scored below the KKM. The rewriting was conducted without reference to the Treffinger model. This indicates that the students have yet to fully acquire the skill of paraphrasing anecdotal passages. Consequently, it is imperative for the instructor to devise an improved curriculum to enhance the proficiency of students' writing abilities.

3.2. Students' Writing Ability to Rewrite Anecdotal Text at Class X of SMA Negeri 6 Padang by using the Treffinger Model

Based on the results of data analysis, it is known that there is a significant effect of using the Treffinger learning model on students' ability to rewrite anecdotal texts for class X SMA Negeri 6 Padang. It can be identified $t_{count} > t_{table}$ ($4.69 > 1.67$), H_0 is rejected and H_1 is accepted. This means that

there is an effect of using the Treffinger learning model on the ability to rewrite anecdotal texts for class X SMA Negeri 6 Padang.

Table 2. Frequency Distribution of Ability to Rewrite Texts of Anecdote using the Treffinger Model Class X SMA Negeri 6 Padang

No	Score	F	FX
1	100	1	100
2	66.67	17	1133.333
3	33.33	7	233.3333
	Amount	25	1466.67

The utilisation of the Treffinger learning model in rewriting anecdotal texts has been found to yield superior outcomes compared to the absence of such a model, as evidenced by the scores of the students. The analysis indicates that the mean score for the task of paraphrasing anecdotal texts without the aid of the Treffinger learning model is lower than that of the same task performed with the model. The latter yields a higher mean score, indicating a greater level of proficiency in this skill. Furthermore, upon conducting data analysis for each indicator both prior to and after the implementation of the Treffinger learning model, it was observed that students continued to experience challenges in the cuteness indicator. In order to enhance the outcomes of students' writing endeavours, it is imperative to implement a pedagogical framework that can assist them in their writing pursuits. The Treffinger learning model is a viable approach that can be employed in the process of rephrasing personal narratives. The Treffinger learning model is noteworthy for its direct approach to addressing the issue of creativity, as it stands out among the limited number of models that do so.

Table 3. Rewriting Ability Comparison Anecdote Text of Class X SMA Negeri 6 Padang

No	Group	N	$\sum FX$	Average
1	<i>Control</i>	25	1562.50	62.50
2	<i>Experiment</i>	25	1887.50	75.50

According to the table, the mean capacity to rephrase anecdotal texts among participants in the experimental group who utilised the Treffinger model is superior to that of the control group who did not employ the Treffinger model. The table provides the necessary data to conduct a t-test aimed at assessing the potential impact of the Treffinger model on the capacity of SMA Negeri 6 Padang's Class X students to rephrase anecdotal texts. Prior to employing the t-test, preliminary assessments of normality and homogeneity were conducted. The study findings indicate that the implementation of the Treffinger learning model has a significant impact on enhancing students' writing proficiency, particularly in the context of revising anecdotal compositions. The utilisation of the Treffinger learning model has resulted in a higher mean score for the capacity to rephrase anecdotal texts among grade X students of SMAN 6 Padang, as compared to their counterparts who did not receive instruction through the said model. The utilisation of the Treffinger model by educators has the potential to enhance the writing proficiencies of students, thus leading to a plausible deduction. The implementation of the Treffinger learning model has the potential to facilitate creative problem-solving skills and enhance students' mastery of the subject matter.

3.3. Students' Ability to Rewrite Short Story Folklore Texts at Class X of SMA Negeri 6 Padang without using the Treffinger Model

Based on the results of data analysis, it is known that students' ability to rewrite folklore into short story texts without using the Treffinger model for class X students of SMA Negeri 6 Padang with an average of 70.00. It can be categorized into enough category (66% -75% on a scale of 10). The ability to rewrite anecdotes without using the Treffinger model class X students of SMA Negeri 6 Padang are grouped into five classifications, namely good, more than enough, enough, almost enough, and less.

Table 4. Students' Ability to Rewrite Short Story Folklore Texts at Class X of SMA Negeri 6 Padang without using the Treffinger Model

No	Score	F	FX
1	83.33	7	583.33
2	75.00	6	450.00
3	66.67	7	466.67
5	50.00	5	250.00
Amount		25	1750

The findings of the data analysis reveal that students exhibit a higher level of mastery in the characterization indicator, whereas the plot indicator is comparatively less mastered by them. This demonstrates that students continue to struggle with effectively conveying a suitable plot within the context of a short story in the folklore genre. The analysis of students' scores revealed that 13 students scored above the KKM threshold while 12 students scored below it, in their attempt to rewrite short story folklore texts without utilising the Treffinger model. This indicates that the students have yet to fully acquire the skill of paraphrasing brief narrative folklore compositions. Hence, it is imperative for the instructor to devise an improved curriculum to enhance the worth of students' writing proficiencies.

3.4. Students' Ability to Rewrite Short Story Folklore Texts at Class X of SMA Negeri 6 Padang by using the Treffinger Model

Based on the results of data analysis, it is known that there is a significant effect of using the Treffinger learning model on students' ability to rewrite short story folklore texts for class X SMA Negeri 6 Padang. It can be identified $t_{count} > t_{table}$ ($4.32 > 1.67$), H_0 is rejected and H_1 is accepted. This means that there is an effect of using the Treffinger learning model on the ability to rewrite short story folklore texts for class X SMA Negeri 6 Padang.

Table 5. Students' Ability to Rewrite Short Story Folklore Texts at Class X of SMA Negeri 6 Padang by using the Treffinger Model

No	Score	F	FX
1	91.67	9	825
2	83.33	8	666.67
3	75.00	5	375
4	66.67	3	200
Amount		25	2066.67

(The Comparison of Treffinger Model)

The utilisation of the Treffinger learning model in rewriting short story folklore texts has been found to yield superior outcomes compared to the absence of such a model, as evidenced by the scores obtained by students. The analysis reveals that the mean score for rewriting short story texts without employing the Treffinger learning model is sufficient, whereas the mean score for rewriting short story folklore texts after utilising the Treffinger learning model is significantly higher. Furthermore, upon conducting data analysis for each indicator both prior to and subsequent to the implementation of the Treffinger learning model, it was observed that students continued to experience challenges with the plot indicator. In order to enhance the outcomes of students' writing endeavours, the implementation of a pedagogical framework is imperative to provide students with the necessary guidance and support in the writing process. The Treffinger learning model is a viable approach that can be employed in the process of rewriting folklore short stories. The Treffinger learning model is noteworthy for its direct focus on the issue of creativity, as it stands out among the limited number of models that address this matter.

Table 6. Comparison of Ability in Rewriting Short Story Folklore Text at Class X of SMA Negeri 6 Padang

No	Group	N	$\sum FX$	Average
1	<i>Control</i>	25	1708.33	68.33
2	<i>Experiment</i>	25	2066.67	82.67

The data presented in the table indicates that the mean capacity to transform folklore into concise narrative compositions is comparatively greater in the experimental group that employed the Treffinger approach, as opposed to the control group that did not utilise said method. The table provides the necessary data to conduct a t-test in order to ascertain the potential impact of the Treffinger model on the capacity of students in class X at SMA Negeri 6 Padang to rephrase short stories of folklore nature. Prior to employing the t-test, preliminary assessments were conducted to verify normality and homogeneity. The findings of the research indicate that the implementation of the Treffinger learning model holds significant sway in enhancing the writing proficiency of students, particularly in the context of transforming folklore into concise narrative compositions. The utilisation of the Treffinger learning model has resulted in a higher average score in the ability to rewrite short story folklore texts among class X students of SMAN 6 Padang, as compared to those who did not undergo the said learning model. The utilisation of the Treffinger model by educators has been found to be effective in enhancing the writing proficiency of students. The utilisation of the Treffinger learning model has the potential to facilitate the development of creative problem-solving skills among students, as well as enhance their comprehension of the subject matter.

Conclusion

Drawing upon the data analysis and subsequent discourse presented in the preceding chapter, it can be inferred that the average score of students in experimental class, who were instructed using the Treffinger model, in composing anecdotal text surpasses the average score of students in the control class, who were not exposed to the Treffinger model, at the X grade level of SMA Negeri 6 Padang. According to the results of the study conducted at Class X of SMA Negeri 6 Padang, it was observed that the average score of students in writing short story folklore text was higher in the experimental class where the Treffinger model was employed as compared to the control class where the model was not used. Thirdly, the results of hypothesis testing indicate that the Treffinger model has a significant impact on the writing proficiency of students in the re-writing of anecdotal and short story folklore texts in the tenth grade of SMA Negeri 6 Padang. Fourthly, according to the assessment of each indicator of anecdotal text, it was observed that students in both the control and experimental

groups encountered challenges in the aspect of cuteness, while their proficiency in abstract structure varied. The results of the assessment conducted on the various indicators of short story folklore text in the control group revealed that the students encountered challenges with respect to plot development. Conversely, the students exhibited proficiency in character analysis. In contrast, the experimental group experienced difficulties in comprehending the background of the story, while demonstrating strength in plot development.

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