

## **EFFECT OF *FLOWER* WRITING STRATEGY ON WRITING SKILLS OF FABLE STORY TEXT IN MTs STUDENTS**

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### **ABSTRACT**

*This study aims to describe the effect of using the flower writing strategy on the writing skills of the eighth grade students of MTS Persis 50 Lembang. The data of this research is in the form of a score of writing skills for fable stories without and using mind mapping techniques. This type of research is quantitative research conducted using an experimental design. The results of this study are that the skills of writing fable texts for class VIII MTS Persis 50 Lembang students do not use mind mapping techniques but still have more than adequate qualifications and the skills of writing fable texts for class VIII MTS Persis 50 Lembang students using flower writing strategies are good qualifications. Based on the t-test, it was concluded that the use of flower writing strategy had an effect on the writing skill of the fable text.*

**Keywords:** *Influence, flower writing strategy, Fable Story Text*

### **ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan pengaruh penggunaan strategi menulis bunga terhadap keterampilan menulis teks cerita fabel siswa kelas VIII MTS Persis 50 Lembang. Data penelitian ini berupa skor keterampilan menulis teks cerita fabel tidak dengan dan dengan menggunakan teknik mind mapping. Jenis penelitian ini adalah penelitian kuantitatif yang dilakukan dengan menggunakan desain eksperimen. Hasil penelitian ini adalah keterampilan menulis teks cerita fabel siswa kelas VIII MTS Persis 50 Lembang tidak dengan menggunakan teknik mind mapping tetap pada kualifikasi lebih dari cukup dan keterampilan menulis teks cerita fabel siswa kelas VIII MTS Persis 50 Lembang dengan menggunakan strategi flower writing adalah kualifikasi baik. Berdasarkan uji-t disimpulkan bahwa penggunaan strategi flower writing berpengaruh terhadap keterampilan menulis teks cerita fabel.

**Kata kunci:** Pengaruh, flower writing strategi, Teks Cerita Fabel

## **INTRODUCTION**

Learning is a system to help the student learning process which contains a series of events arranged to support the student learning process (Aunurrahman, 2016). The implementation of Indonesian language learning has the aim that students gain experience in using adequate language, both orally and in writing (Nur'aini, et al. 2015:2). Learning Indonesian in the 2013 Curriculum is a text-based lesson. Text is a form of written language, script, or speech produced in human interaction. Text-based Indonesian language learning

provides space for students to develop various types of thinking structures because each text has a different thinking structure from one another. One of the texts taught to students at school is the text of a fable story (Sudiasa, 2015: 3).

Fables are stories that feature animals as characters who think, react, and speak as humans. Fables contain educational elements because they end with conclusions containing moral teachings (Zulfahnur, 2016: 6-15). Yuliani (2016: 90) states that fable is a fictional story that tells about animal life that contains moral values. Therefore, the activity of writing fable texts needs to be taught in schools so that students use fable stories to express themselves by expressing themselves in the right language, increasing the coherence of thinking and turning on the imagination that provides moral messages that are beneficial for the development of students' character.

Based on the results of observations and interviews, it was found that the average score of students in writing fable texts was below the minimum completeness criteria, namely 74. This was based on observations made by students, namely 1) the discrepancy between the story and the structure, 2) the function social text of fable stories and 3) the use of EBI (use of capital letters, prepositions, and use of punctuation marks).

Overcome the problems above, the researcher felt that learning to use the *flower writing* strategy was appropriate as a solution. This approach has steps that make it easier for students to organize ideas. This step makes learning to write not a one-time task but an ongoing process with temporary assistance from the teacher. With the flower writing strategy above, the researcher believes that the students will be helped in determining the title, how to write paragraphs with the right sentence structure and choosing words for certain types of text.

The *flower writing* strategy allows teaching writing to be less intimidating for students. They will feel happy to write and not feel boring when writing the same idea over and over again. The strategy is done by writing the main idea written in the middle of the flower circle and for the supporting ideas written on the petals that surround the flower circle where the ideas must be related to each other so as to create a complete text.

Burton (2006:52) explains " *definition that Flower writing is a writing strategy that involves writing down the central idea supported by the details around that have a connection to make a complete paragraph*". This implies *flower writing* using flower-like graphics consisting of topics and ideas to help students develop ideas into paragraphs. Holmes (2007:3) states " *states that Flower Writing is strategy in writing to create the creativity and sense of students in taking a writing section by finding the main ideas from the text and determine the supporting details that is related to the topic to construct a good paragraph*". Holmes's statement states that the *flower writing* strategy develops students' critical thinking by finding ideas that support paragraphs in the text. Research on strategies *flower writing* ever done Dewinta (2013) in research on teaching descriptive text using the *flower writing strategy* at

SMP. The results showed that the *flower writing strategy* can improve students' writing skills because it makes it easier for students to develop ideas. Mulyadi (2014) conducted a study using *flower writing strategies* in teaching descriptive texts that help students get ideas when writing.

The results of previous research can be concluded that the *flower writing strategy* is able to improve students' *writing skills*. Researchers believe this strategy will help students of MTS Persis 50 Lembang in writing. There are many things that must be considered in writing, such as the use of appropriate vocabulary, the use of grammar, a coherent arrangement of ideas and how to develop ideas. Of all these components, the researcher only focused on the composition of the writing of the fable text for class VIII students.

The selection of MTS Persis 50 Lembang as the research site was due to the following factors. First, MTS Persis 50 Lembang has implemented the 2013 Curriculum. Second, MTS Persis 50 Lembang has never used a *flower writing strategy*, especially in writing fable texts. Third, MTS Persis 50 Lembang is a place for researchers as teaching staff to make it easier to observe the learning process related to this research. Based on this description, the researcher felt the need to examine the writing skills of fables using the *flower writing strategy* in class VIII students of MTS Persis 50 Lembang. This was done to determine whether or not the *flower writing strategy* had an effect on the *writing skills* of the eighth grade students of MTS Persis 50 Lembang.

## METHODS

This study uses quantitative research whose data is expressed in numbers and analyzed with statistical techniques (Sudaryono, 2018: 92). The research method used is the experimental method. The population in this study was class VIII MTS Persis 50 Lembang with 200 students divided into eight classes. Sampling was determined by using *purposive sampling technique*. The sample of this research is class VIII A with 30 students and class VIII B with 30 students.

The variables in this study were the writing skills of the eighth grade students of MTS Persis 50 who used and did not use the *flower writing strategy* on the skills of writing the fables of the eighth grade students of MTS Persis 50 Lembang. The source of the research data is the scores of the students' writing skills test scores for class VIII MTS Persis 50 Lembang on the aspects of using and not using the *flower writing strategy*. The instrument used is a performance test in the form of a writing test of fable story text.

The performance test was used to collect data on the writing skills of the students' fable story texts and the scores of the students' fable text writing skills test scores for class VIII MTS Persis 50 Lembang using the *flower writing strategy*. Through a performance test, students are asked to write a fable story text according to the specified indicators. The indicators for

assessing the skills of writing fable texts are as follows. First, the completeness of the structure of the fable text. The Ministry of Education and Culture (2016:7) explains that the text of the fable story has a thinking structure consisting of orientation, complications, resolution, and code. Orientation (introducing who the actors are, what the perpetrators experience, and where it occurs), complications (conflicts arise and the actors begin to react to the conflict, then the conflict escalates, and the conflict climax reaches its peak), resolution (the conflict is resolved and finds a solution), and koda (contains changes that occur in the characters and lessons that can be learned from the story). Second, the social function of the fable text. Third, the use of Indonesian Spelling (EBI), such as the use of capital letters, prepositions and prepositions, and punctuation marks.

## RESULTS AND DISCUSSION

### Result

Based on the data analysis, it was obtained that the average arithmetic writing skill of the eighth grade students of MTS Persis 50 Lembang did not use the *flower writing* strategy of 74.69. From the arithmetic average, it can be concluded that the writing skills of the eighth grade students of MTS Persis 50 Lembang that do not use the *flower writing* strategy are in more than adequate qualifications.

*Flower writing* strategy is a technique used to describe all material in a simple but creative, innovative, efficient form with an attractive appearance and easy for the brain to remember. The arithmetic mean is used as a benchmark to determine the skills of writing fable texts for class VIII students of MTS Persis 50 Lembang by not using the *flower writing* strategy. The KKM for Indonesian subjects at MTS Persis 50 Lembang is 75. Therefore, the skill of writing fable texts for class VIII students at MTS Persis 50 Lembang does not use the *flower writing* strategy, which is lower than the KKM that has been set.

Even though they have not reached the KKM, students are able to write fable texts quite well. This is because before studying fable texts in junior high school, students have been given lessons about fairy tales and folklore in elementary school. In addition to the general discussion, the skills of writing fable texts for class VIII students of MTS Persis 50 Lembang not by using the *flower writing* strategy can be done by analysis per indicator. The highest average value of the three indicators of writing skills of fables without using the *flower writing* strategy is the indicator of the structure of the fable text, which is 79.63 and the lowest average value of the skill of writing fables without using the *flower writing* strategy is the EBI indicator, which is 71.60. The first indicator is an indicator of the structure of the fable text.

Based on the data analysis, it was obtained that the average arithmetic writing skill of the eighth grade students of MTS Persis 50 Lembang using the *flower writing* strategy was 80.86. From the arithmetic average, it can be concluded that the writing skills of the eighth

grade students of MTS Persis 50 using the *flower writing* strategy are in good qualification. The arithmetic mean is used as a benchmark to determine the skills of writing fable texts for class VIII students of MTS Persis 50 Lembang using the *flower writing* strategy. KKM for Indonesian subjects at MTS Persis 50 Lembang. Therefore, the skills of writing fable texts for class VIII MTS Persis 50 Lembang students using the *flower writing* strategy have reached the KKM.

With the implementation of the *flower writing* strategy in learning, it is easier for students to find ideas and assemble sentences as outlined in the writing of fables based on structure, social function, and EBI. In addition to the general discussion, the skills of writing fable texts for class VIII students of MTS Persis 50 Lembang by using the *flower writing* strategy can be done by analysis per indicator. The highest average score of the three indicators of writing skills in fables using the *flower writing* strategy is an indicator of the structure of the fable text, which is 86.42 and the lowest average value of the skill of writing fables using the *flower writing* strategy is an indicator of the social function of the text. fable stories, namely 77.78. The first indicator is an indicator of the structure of the fable text.

Judging from the results of the students' fable writing skills test, the students' writing skills using the *flower writing* strategy were higher than those not using the *flower writing* strategy. This is evident from the results of the study which showed that the writing skills of the eighth grade students of MTS Persis 50 Lembang using the *flower writing* strategy were in Good qualification with a score of 80.86. Meanwhile, the skills of writing fable texts for class VIII MTS Persis 50 Lembang students who did not use the *flower writing* strategy were in the More than Enough qualification with a score of 74.69. When compared with the KKM for Indonesian subjects at MTS Persis 50 Lembang, which is 75, it can be concluded that the writing skills of the eighth grade students of MTS Persis 50 using the *flower writing* strategy have met the KKM. Likewise, the hypothesis test was carried out  $t_{count} > t_{table}$  ( $2.74 > 1.70$ ) with a significant level of 95%.

## Discussion

According to Harsiati, Trianto, and Kosasih (2017: 209), the structure of the fable text is orientation, complication, resolution, and code. The average value for the indicator of the structure of the fable text is 79.63 which is in the Good qualification. In this regard, most of the text structures of fables written by students are still incomplete. Students tend to only write three of the four structures of the fable text. The student's fable story text gets a score of 3 if the fable story text written by the student already contains the complete structure of the fable story text. The second indicator is the social function of the fable text. The average value for the indicator of the moral value of the fable text is 72.22 which is in the qualification of more than enough.

Aprianti, et al (2015:3) state that the delivery of the social function of the fable text in the form of moral values can be seen in the character's character. Moral values are seen as important in human culture wherever they are. The third indicator is the use of EBI. The average value for the EBI indicator is 71.60 which is in the More Than Enough qualification. EBI is the most difficult indicator for students to understand because it has the lowest average score compared to the other two indicators. This is because students pay less attention to writing fable texts using EBI, namely writing capital letters, writing prepositions and prepositions, and using punctuation marks.

According to the Ministry of Education and Culture (2017: 7), the structure of the text of the fable story, namely orientation, complications, resolution, and code. The average score for the indicator of the structure of the fable text is 86.42 which is in the Very Good qualification. This is evidenced by the fact that almost all texts made by students contain four structures of fables. The text of the student's fable story if the text of the fable story written by the student already contains the structure of the fable story text completely. The second indicator is the social function of the fable text. The average value for the indicator of the moral value of the fable text is 77.78 which is in the Good qualification. In this regard, the social function of the fable text is the most difficult indicator for students to understand because it has the lowest arithmetic mean value compared to the other two indicators. If it is seen from the text of the fable story written by the student using the *flower writing* strategy technique, it can be seen that the student is skilled and has improved in writing the fable text based on the social function of the fable text in the form of explicit moral values.

The third indicator is the use of EBI. The average value for the EBI indicator is 78.40 which is in the Good qualification. This is because students pay attention to writing fable texts using good and correct EBI, namely writing capital letters, writing prepositions and prepositions and using punctuation marks. If it is seen from the text of fables written by students using the *flower writing* strategy, it can be seen that there is an increase in writing fables based on EBI.

Based on the results of the analysis obtained about the description of the skills of writing fable texts for class VIII students of MTS Persis 50 Lembang with and without using the *flower writing* strategy in the form of positive findings and negative findings. The positive finding is that the eighth grade students of MTS Persis 50 Lembang are already skilled at writing fable texts using mind mapping techniques seen from three indicators, namely the structure of the fable text, the social function of the fable text, and the use of EBI. First, indicator I is the structure of the fable text, students have written the structure of the fable text completely, namely orientation, complications, resolution, and code (Permana: 2015). Second, indicator II is the social function in the form of explicit moral values, students have written fable texts with explicit moral values in it. Third, indicator III, namely EBI, students are able to write fable



texts using good and correct EBI. Furthermore, the negative finding from this study is that the skills of writing fable texts for students of MTS Persis 50 Lembang class do not use the *flower writing* strategy are in the qualification More than Enough (LdC) 74,96, while the skills of writing fable texts for class VIII SMP students Negeri 3 Bukittinggi using the *flower writing* strategy is in the Good (B) qualification with a score of 80.86. When compared with the KKM for Indonesian subjects at MTS Persis 50 Lembang, which is 75, it is concluded that the skills of writing fable texts for class VIII SMP Negeri 3 Bukittinggi students who do not use the *flower writing* strategy have not met the KKM that has been set. The difference in the average skill of writing fable texts without and using the *flower writing* strategy of class VIII students of MTS Persis 50 Lembang is the effect of using the *flower writing* strategy in the skills of writing fable texts. Based on the description, it is concluded that the teacher plays an important role in planning, implementing, evaluating and providing variations of learning techniques to students so that students do not feel bored in learning, especially writing fable texts. One of the teacher's efforts is to maximize the use of *flower writing* strategies in writing fable text skills.

## CONCLUSION

Based on the results of the analysis and discussion, the following three things are concluded. First, the use of the *flower writing* strategy on the skills of writing fable texts for class VIII MTS Persis 50 Lembang showed positive results, because in the *flower writing* strategy during learning students could develop creativity in designing mind mapping from the subject matter of the fable texts discussed. Students are no longer difficult to write down the entire discussion of learning, students only record key words and then design *flower writing* strategies in a simple, creative, innovative, and efficient way with an attractive appearance so that it is easier for students to remember and understand learning.

Second, the skills of writing fable texts for students in MTS Persis 50 Lembang class not using the *flower writing* strategy are in the More Than Enough qualification, while the skills for writing fable texts for students in class VIII MTS Persis 50 Lembang using the *flower writing* strategy are in Good qualification. Third, there is a significant influence in the use of the *flower writing* strategy on the *writing* skills of the eighth grade students of MTS Persis 50 Lembang. This can be proven by the score of writing fable texts for class VIII students of MTS Persis 50 Lembang using good qualifications with an average of 80.86. So the *flower writing* strategy can be used as an alternative in learning to write fable texts for class VIII MTS Persis 50 Lembang students.

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