

Developing weblog design in Indonesian creative writing material

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Article History Received: March 1, 2021 Revision: April 8, 2021 Available Online: April 30, 2021

ABSTRACT

The sentences spoken by the actors in the dialogue contained in the film “the Professor and the Madman” consist of a variety of structures that form a grammatical construction, so that the sentences can be understood and the dialogue can run well and smoothly. In the context of Charles J. Fillmore’s case grammar, the various structures that form a grammatical construction in a sentence are called modality and proposition. In a line with that background, the purposes of the research are: (1) to reveal the modality in film “the Professor and the Madman” based on the perspective of Charles J. Fillmore; (2) to describe the proposition in film “the Professor and the Madman” based on the perspective of Charles J. Fillmore. This research is qualitative, descriptive and literary research. The data source in this research is film “the Professor and the Madman” directed by P.B. Shemran. The data collection techniques in this research use watching, reading-listening and taking note. The data analysis techniques consist of three stages, namely: (1) choosing and classifying data based on modality and its forms; and proposition and its forms; (2) illustrating and writing down case grammar elements and their forms on the table, explaining them sequentially and interpreting them based on Charles J. Fillmore’s perspective; and (3) conducting the induction of interpretation summary to obtain substantive and formative conclusions. The results are: (1) modality has types, including tense: past, present and future; mode: desiderative, imperative, indicative, and interrogative; negation: no and not; adverb: frequency, manner, degree, quantity, and explanatory; (2) there are several types of proposition. They are agentive case (A): first personal pronoun, second pronoun, and third pronoun; experiential case (E): verb (basic) and verb (modal); instrumental case (I): noun and sense; objective case (O): human and thing; source case (S): noun phrase and noun; goal case (G): human and place; locative case (L): area, part of house, and office; time case (T): part of the day, year, and century; collateral case (C): with + noun; and benefactive case: for + noun. Based on the results of this research, it can be concluded that if a sentence is viewed from the case grammar theory, then it must have an inner structure consisting of modality and or proposition. Modality and proposition consist of types and each of types has the various forms.



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Keywords Case grammar, Modality, Proposition, Structure

How to Cite Ansoriyah, S. (2021). Developing weblog design in Indonesian creative writing material. *KEMBARA: Jurnal Keilmuan, Bahasa, Sastra dan Pengajarannya (e-Journal)*, 7(1), 94-103. doi: <https://doi.org/10.22219/kembara.v7i1.15391>

INTRODUCTION

Technological developments in education provide convenience in the learning and teaching process. There are many online media to support the learning process, especially in the Covid-19 pandemic, technology offers a concept of communication in the learning process that remains interactive. Besides, Social Networking Services has also connected people around the world in communicating, sharing content, photos, videos, comments, or opinions directly without the need to meet face to face. Multimedia such as zoom, google meet, social networking, YouTube, websites, blogs and so on can be used as learning media that facilitate two-way interactive communication (Bazzaz Abkenar, Haghi Kashani, Mahdipour, & Mahdi Jameii, 2020; Siswanto & Khodra, 2013). Thus, learning activities can be done easily and pleasantly.

Therefore, teachers must prepare the appropriate learning process according to student’s needs and global challenges such as learning media, learning methods, and teaching materials. Learning media serves as a way to facilitate the delivery of teaching materials, which are applied using appropriate learning

methods. As in Indonesian writing learning, the existence of learning media, teaching materials and appropriate learning methods is an inseparable part of achieving learning objectives. Moreover, writing skills are still considered difficult. Teachers often have difficulty providing learning materials or media that are by the demands of global development or the needs of students.

The results of learning evaluation for 2019-2020 academic year in Indonesian Education Program Study, State University of Jakarta, it was concluded that the learning process has not made use of multimedia technology. The learning process is still teacher-centered model so that students become passive. Various writing activities are also monotonous and do not develop properly despite feedback from the teacher. Students' writing activities outside of the classroom are also still low and they do not improve the results of writing activities in class that have been given feedback by the teacher. Another problem related to learning media that students do not have communication media with the teacher regarding the work which has been fixed and peers are also unable to give opinions on the work of other students. Moreover, the learning media used have not been utilized properly. Whereas every student has a social network, an internet network that can be accessed easily at any time, a laptop, and material support from the teacher.

From this background, we need a breakthrough in the provision of teaching media that can take advantage of the facilities owned by students and teachers and be able to solve student difficulties in writing learning process. Therefore, this study develops weblog in creative writing teaching materials model that can meet the needs of students.

Many previous studies have described the effectiveness of weblogs for learning to write. Blog is used to deliver knowledge in research and education (Giarré & Jaccheri, 2008; Zandi, Thang, & Krish, 2014; Di Gregorio & Beaton, 2019). Besides, it is a learning journal (Rahman Sidek & Md. Yunus, 2012). Therefore, blog is a tool in understanding of linguistic skills that are closely related to writing activities (Montero-Fleta & Pérez-Sabater, 2010; Spanou & Zafiri, 2019; Syarofi, Kuswahono, & Rizky, 2018). One example of a blog that can be used for learning to write is a wiki. Wiki can be effectively used as a tool to increase motivation in EFL writing (Sriwimon & Zilli, 2017; Skains, 2017). So, Technology in teaching and learning process build the 21st-century learning skills which create collaboration, communication, information literacy, media literacy, and ICT literacy (Flor & Sompong, 2011; Pheeraphan, 2013).

Another research concluded that exercises have a positive effect on writing achievement (Tok & Kandemir, 2015; Nasir, Naqvi, & Bhamani, 2013; Parida, Rout, & Swain, 2017; Krom & Williams, 2011). The creative writing illustrated in this article differs from the writing assignments found in many ELT materials, where students are required to use a sentence structure to write about familiar events. In such cases, the presence of familiar topics can lead students to regain known meanings rather than generating imaginative responses, constructing new and surprising meanings such as in the poetry composed by students in this study (Akbar, Firman, & Rusyati, 2017; Kırkgöz, 2014; Suyetno & Yoto, 2021). This study is essential for writing learning.

The previous research refers to the concept of writing learning using multimedia that used technology. However, this research focuses on the development of a weblog-based model for creative writing teaching materials. It means that the teacher facilitated the learning of Indonesian writing in the class and out of the class using weblog. Weblogs can facilitate student learning activities in the classroom, and also outside the classroom (home). Each student can still communicate via the weblog with the teacher and other students in studying any corrected writing or understanding examples of good writing on the weblog. It is a gap of study with the previous research. Therefore, this study must be done for several reasons, namely; (1) the Indonesian writing learning media needs that take advantage of technological advances so that the learning process becomes more attractive, (2) facilities for technology devices owned by students and teachers support learning activities through the use of the internet, (3) writing must be understood by all students so that the weblog can be used as a medium for publishing their writings, and



(4) the fulfilment of learning media in creative writing material by the demands of the curriculum and current global challenges.

The development of weblog in creative writing teaching materials refers to the concept of activities that provide motivation, aesthetics, discipline and the use of facts that can support the imagination of the emotions of events, characters and experiences (Maley, 2012). Besides, the creative writing learning used the weblog will help students to increase the quality of writing material. Learning media in creative writing provides an understanding of the use of the right side of the brain. This gives flexibility to students for the scope of learning using logical thinking. Brookhart (2010) considers the main characteristics of creative students as those who can put things together in new ways, build more new products, use more unconventional imagery to make points, observe mundane things and find within them areas to ask. From the point of view stated that students are facilitated to use a weblog for their writing can make the writing learning more fun.

Based on this explanation, this study aims to develop learning media in teaching materials for Indonesian creative writing using a weblog. Thus, this research is expected for improving the useful of technology device in Indonesian writing material and the use of technology for learning, so that students can implement their knowledge in real terms.

The results of the research can contribute to educators in providing technology multimedia for learning creative writing in Indonesian, which are in accordance with the changing times both from the development of knowledge and technological advances. Like in the Covid-19 pandemic era, the learning process must be done online. The teaching materials presented on the weblogs can help and facilitate student creativity in developing Indonesian writing skills. Weblogs makes it easy for students to practice writing and get feedback from teachers. In addition, teaching materials can be easily accessed by students via smart cellphones. Research results can also be an input for the Study Program in developing learning media that can be tailored to student needs and changing global challenges.

METHOD

This study used to research and development (R&D) using Borg and Gall model. It used quantitative and qualitative concept (Creswell & Creswell, 2018). The data got as comprehensive, reliable and objective (Gay, Geoffrey, & Airasian, 2012). The Borg and Gall model consists of 10 steps, namely needs analysis, literature analysis, product planning, initial product, preliminary test for the model, prototype of the main model, main field testing, operational revision, operational field testing, and final product. The 10 steps are divided into two research step procedures, namely (1) preliminary research and development, and (2) product evaluation. Because the R&D cycle which consists of studying research findings related to the product to be developed, developing a product based on these findings, testing it where it will be used, and revising it to correct deficiencies found in the field-testing stage. Preliminary research and development are needs analysis process, literature analysis, and design of a weblog-based model of Indonesia creative writing material. While evaluations are a preliminary test for the model, prototype of the main model, main field testing, operational revision, operational field testing, and final product.

The study conducted at Indonesian Education Program State University of Jakarta which is January until August 2020. The research subjects were third semester students in the Indonesian language education study program. The research data is needs analysis data that is taken from questionnaire, interview transcripts, material documents, and the result of learning. The source of data were third semester students in 2019-2020 academic years and teachers. There were 30 students and 3 teachers.

The process of collecting data is taken from Indonesian writing material document, observation, interview, questionnaire for needs analysis data, and syllabus document. Documents of teaching materials and syllabus are used as one of the needs and deficiency analysis data for learning media used in Indonesian creative writing learning. The questionnaire was used to collect data on the needs, wants and weaknesses of the application of learning media so far which is given to students and teachers. Observations were

made to collect problems regarding the availability of learning media and product trials. Meanwhile, interviews were used to determine the perceptions of students and teachers on the implementation of the weblog in learning creative writing in Indonesian.

This research is a mixed research between qualitative and quantitative. The qualitative data analysis was obtained from the results of the needs analysis, documents and trials in small groups. Meanwhile, quantitative data analysis was obtained from the results of large group trials related to student learning outcomes in learning to write creative Indonesian using a weblog. Thus, the data analysis technique uses peer assessment, expert judgment and trials in small and large groups. The technique of data analysis used peer assessment, judgment expert and trial in the small and large group. Data validity checking techniques used (1) extended involvement, (2) perseverance in observation, (3) triangulation, (4) member checking, (5) adequacy of references, (6) negative case studies, (7) peer checks, and (8) audit (Moleong, 2007).

FINDINGS AND DISCUSSION

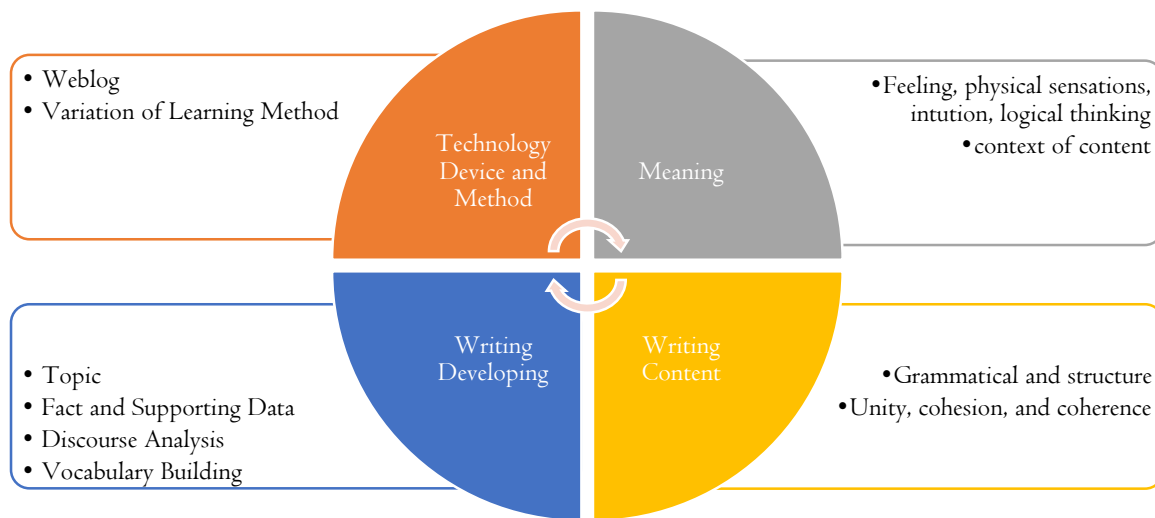
Preliminary Study

The result of data analysis from a preliminary study shows that students need the technology facility through the weblog for authentic material. The analysis of existing learning media in the creative learning teaching material documents concluded that it had not shown the concept of student creativity in developing writing. While the results of the syllabus data analysis show the learning objectives to be achieved following the bloom taxonomy at level 6, namely create and the media in syllabus is not varied. Students should be able to apply their writing skills in understanding other subjects in the class and out class. It needs an appropriate multimedia that can access outside class. However, the results of observations at the beginning of the study show that teacher does not the technology multimedia in writing learning. It also influenced in writing learning that related with context of the problem, content of grammar, cohesion and coherence, or unity. But weblog gave the change to other students to learn them in home.

The results of interviews with three teachers concluded that the learning media were only texts taken from articles to complement creative writing teaching materials. We have not provided learning facilities that can be accessed at home or in class at any time. The design of a weblog for creative writing teaching materials is the right choice in meeting student needs. This is because students are asked to do peer assessments, it is often not finished and the feedback that should have been given is not finished. This is due to the limited learning time in class.

Therefore, teachers need media capable of facilitating peer assessment activities that can be carried out outside the classroom. Meanwhile, the results of interviews with students concluded that they needed learning media that could help make learning activities more enjoyable outside of the classroom. It means that writing activities that are carried out in class and have not yet been completed can be continued outside the classroom. Especially if there are media that can be accessed via a mobile device or laptop.

From the results of needs analysis, interviews, observations, and teaching material documents, the design of learning media in a creative writing teaching material in Indonesian using a weblog is described the following picture;



Picture I. Design of Weblog in Creative Writing Teaching Material

Evaluation Product

In the initial assessment stage, the model is carried out through expert judgment. The result of expert input in the development of a weblog concept that can be developed more attractive. The weblog must explain the menus that are displayed, such as;

1. Material Menu
2. Exercise Menu
3. Student Assessment Menu
4. Teacher Assessment Menu
5. Reading Sources Menu
6. Vocabulary Enrichment Menu

The results of the expert's assessment were used to improve the weblog media model for Indonesian creative writing teaching material, then the research activity was continued with a small group trial process. The results of the small group trial concluded that the concept of implementing weblog in creative writing teaching materials had shown interesting learning and provided stimulation which could motivate students' desire to learn.

Here is the final design of the weblog-based model for Indonesian creative writing;

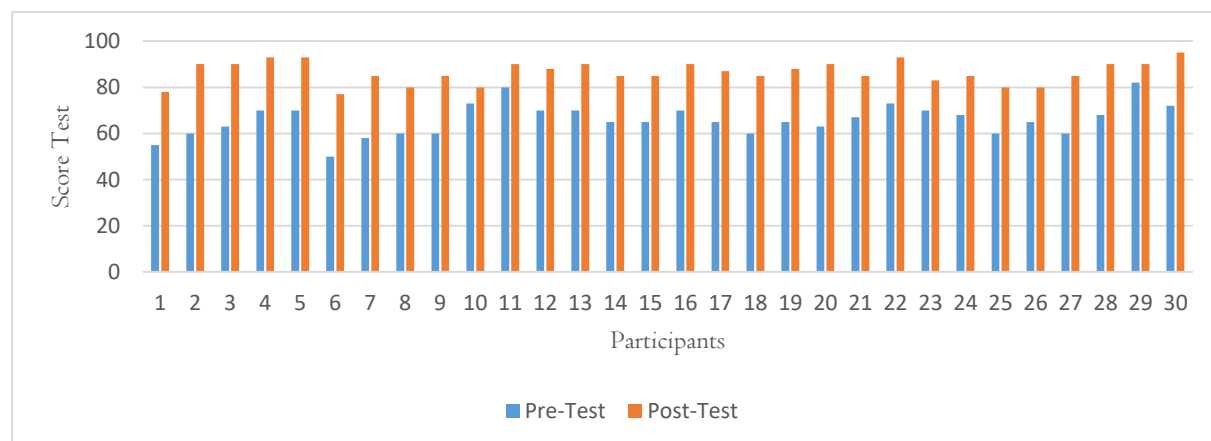
Table I
 Component of Indonesia Creative Writing Material Component

	Weblog	Creative Component
1	Material Menu	Grammatical, topic, Unity, Cohesion, and Coherence. Variation field knowledge and literature
2	Exercise Menu	Feelings, physical sensations, intuition and logical thinking
3	Student Assessment Menu	Peer assessment
4	Teacher Assessment Menu	Interactive feedback
5	Reading Sources Menu	Books, news, articles, websites, mass media
6	Vocabulary Enrichment Menu	Enrichment for variation field

The results of data analysis in the final stage of testing showed that the design of weblog in the Indonesian creative writing teaching material model was very good. Changes of weblog menu are in several parts of the menu that must be of concern, namely the first menu material which presents material related to grammar for writing. The second menu is an exercise that directs students to be able to take advantage of the results of the exercises that have been done so that students can understand the meaning of the

context in their writing. The third is the appraisal menu that leads to the development of the ability to judge peer-to-peer writing. The fourth is the teacher assessment menu which is the comment column for teachers to provide feedback on student writing. The fifth is the reading source menu that provides various kinds of references and links to reading sources. The sixth is the vocabulary enrichment menu designed to enrich the vocabulary of students.

At the next stage is a large group trial. At this stage, the researcher conducted a qualitative and quantitative assessment. There are test results taken by the researcher so that it can be seen the differences in students' writing abilities before and after using weblog learning media model. The following are the results of the students' Indonesian writing test from the results of the large group trial.



Graph I. The Result Pre-Test and Post-Test Writing Test

Graph I shows the differences in the Indonesian writing ability before and after using the teaching material model that has been designed. In the weblog, teacher explained the result of test which describe each writing aspect such as grammatical, mechanism, organization, vocabulary, and content (Brown, 2004). This can be seen in the average score obtained in the pre-test of 65.9 and the average post-test score of 86.5. While the results of input from experts related to the Indonesian creative writing teaching material model are to reinforce creative concepts in writing teaching materials that can be emphasized on the series of topics presented.

In the weblog design, the writing material put as students' needs. The following is the material to complete weblog menu.

Table 2
The Average of Needs Analysis for the Weblog-Based Model in Indonesia Creative Writing Material

	Component of Needs Analysis	Average
1	Grammatical and Structure	0.83
2	Topic	0.90
3	Unity, Cohesion, and Coherence	0.77
4	Variation of Learning Method	0.73
5	Context of Content	0.87
6	Technology Device	0.93
7	Using Fact and Supporting Data	0.73
8	Vocabulary Building in Writing	0.90
9	Discourse Analysis for Content	0.87
10	Feelings, physical sensations, intuition and logical thinking	0.93

Table 2 provides a conclusion on the needs of students for the Indonesian writing development of teaching materials. Teaching materials should be able to provide learning concepts that can improve the development of grammar material so that Indonesian writing can have a unified story. Meanwhile, the topics needed must be related to various scientific fields and current issues. The teacher can also develop



the context of the story by presenting various facts and supporting data so that the vocabulary of the students can be more and they can understand the discourse content. Thus, the resulting writing has a unity of taste, a complete sense of meaning, and is pictured for logical thinking patterns. Besides, teachers can also develop students' creative writing skills through peer assessment of written results. This can be done better if students have the right facilities through a weblog.

The results of the study concluded that weblogs provide motivation and information retention actively in engaging students so that students can develop an understanding of the material content. Online learning technology has many media that are effective in creating a constructivist learning environment, such as blogs as a medium that can support various concepts and learning activities (Noel, 2015). Blogs, known as weblogs, are a type of web 2.0 platform that has been used to develop electronic journals and can be used in class or outside the classroom to facilitate learning activities (Cheng & Chau, 2011).

Blogs are also a medium that provides a more interesting sense of learning and is the best indicator for creating an effective learning environment (Top, 2012). Moreover, creative writing learning activities require media that can provide an easy way to understand writing. Learning to write is a complex activity because the writing process involves the use of the formal structure of language, topics related to the knowledge and learning experience of the students themselves. The form of a blog that is often known by the general public is Wikipedia. The research results also prove that Wikipedia is a medium in developing critical thinking skills and this is needed by students in writing activities (Vetter, McDowell, & Stewart, 2019). Reviews of 29 articles that have been published in journals from 2002 to 2017 regarding the use of computers and information and communication technology in learning to write. The review shows that computers and various digital technologies, applications, and web-based learning environments have been used to teach writing. Writing instruction using technology resulted in improvements in the writing process and students' writing skills as well as new literacy knowledge. The use of technology motivates student engagement and participation in writing assignments and increases social interaction and peer collaboration (Williams & Beam, 2019).

The design of learning media in Indonesian writing teaching materials has been adapted to the aspects of student needs, both in terms of content and learning context. The design of learning media of the writing teaching material model states that (1) the source of teaching materials provides a clear presentation of material information, (2) learning activities prioritize practice and interactive communication, (3) reference sources include knowledge of grammar, vocabulary, pronunciation, and so on, (4) the existence of appropriate stimulation in developing learning activities in class, (5) setting learning objectives in a syllabus that is appropriate to the times, (6) resources for the independent learning process, and (7) teaching materials can provide support to teachers who do not believe self and provide knowledge to carry out various appropriate learning activities (Cunningsworth, 1995). Weblog has facilitated teaching materials must be able to provide direction and guidance students to practice language use and be a source of stimulation for language activities in class (Yundayani, Emzir, & Rafli, 2017). The design of multimedia in writing materials must also be developed according to student needs, levels, suggestions, and feedback from experts (Kurniasih & Rahmawati, 2018).

Students who have high knowledge of paragraphs will also have more skilled writing skills. They can use weblog to implement the creative writing material. It can help students in increasing the writing ability and collaboration (Li & Zhu, 2017). Ozkan (2015) stated that wiki and blog offer collaboration and cooperation for teacher and students in learning process. They build the collaborative system in the class (Cheng & Chau, 2011). While Hamid & Mansor (2012) show the same study about wiki. It is effective to use as media for story writing learning. Wikipedia also can use as recommended media to learn writing (Vetter et al., 2019).

CONCLUSION

The results of the data analysis concluded that the learning media in teaching materials for Indonesia creative writing were adjusted to the context of the learning objectives that the students wanted to achieve. Implementing writing activities used a weblog so that students can practice their ability to analyze writing. This is known as a peer assessment activity which can be carried out in class or outside the classroom. Besides, the development of weblog in writing teaching materials is determined from the results of needs analysis, observation, analysis of syllabus documents and teaching materials as well as interviews from both the teacher and student perspectives.

The creativity component of weblog in writing material can be seen in the weblog menu which consists of six menus, namely (1) the material menu presents writing teaching materials related to the needs of written content, (2) the training menu is aimed at building student confidence, logical thinking skills, the ability to understand the meaning, having a sense of the writing presented, (3) the student assessment menu is aimed at practising the discourse analysis skills in their writing, (4) the teacher assessment menu is aimed at providing corrections to student writing both grammatically and in sense, (5) the reading source menu is intended to provide various reading references to students, and (6) the vocabulary enrichment menu is intended to train and increase student vocabulary. In this section, students will get different vocabulary information from their writing.

The results of this study have implications for the learning media needs which related with the technology device and internet network to implement the writing material. Besides, teachers also have the development of website for writing learning that are by the needs of the times and technological advances which greatly support learning in the digital era. However, this research process has limitations, namely the aspect of blog development where there is no design for sustainable messaging. Therefore, researchers who wish to research this topic can focus on developing a blog into a learning website that can be accessed online.

ACKNOWLEDGEMENT

The author would like to thank all parties involved in the research process, such as students and colleagues or other parties.

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