

THE DIFFERENCES BETWEEN SKILLS OF WRITING A PLAYSRIPT OF UNDERGRADUATE STUDENTS WHO APPLY THE KIK-IRMA (CIC-IRPA) LEARNING MODEL BASED ON CONTEXTUAL APPROACH AND CONVENTIONAL LEARNING

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Received: 07.02.2020

Revised: 16.03.2020

Accepted: 21.04.2020

Abstract

This research aimed to find the differences between skills of writing playscript of Indonesian Language and Literature Education Faculty of Teacher Training and Education (FKIP) Universitas Jambi Students who applied the *KIK-IRMA* (CIC-IRPA) learning model based on the contextual approach and conventional learning. It was descriptive quantitative that aimed to systematically and accurately describe the phenomena, events, factual events in the learning process. The quantitative research was used to find the differences between skills of writing a playscript of the students who applied the *KIK-IRMA* (CIC-IRPA) learning model, compared to conventional learning. In this research, the 18 students of the sixth-semester from Class A were chosen as the experimental class, while the 20 students of the sixth-semester from Class B in the Indonesian Language and Literature Education Faculty of Teacher Training and Education (FKIP) Universitas Jambi were chosen as the control class. The instruments of this research were observation and test sheets. In this research, the application of the *KIK-IRMA* learning model was collaborative, interactive and constructivism with the steps or syntax of inquiry, recreate, produce, and analysis. For the playscript writing skills or psychomotor, N-Gain data obtained from the experimental class was 0.88 with a high category and the control class was 0.65 with a moderate category, so $0.88 > 0.65$, thus, there was a significant difference between the experimental class and the control class. Furthermore, when the *KIK-IRMA* (CIC-IRPA) and conventional models were applied, it was got the data of skills or psychomotor of writing a playscript. After that, it was conducted a t-test where the results showed the sig value (2 tailed) was 0.00 smaller than 0.05. Therefore, it can be concluded that "There are differences between skills of writing a playscript of Indonesian Language and Literature Education students who apply the *KIK-IRMA* learning model based on a contextual approach compared to the class that applies conventional learning.

Keywords: contextual approach, conventional learning, *Kik-Irma* (Cic-Irpa) learning model, skills of writing, playscript, undergraduate students

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DOI: <http://dx.doi.org/10.31838/jcr.07.07.44>

INTRODUCTION

Writing a playscript is a creative activity in delivering ideas in the form of conflicts through dialogues about the description of real life or imagination. This is conveyed in the form of actions and treatment to improve human life to be better. Creative in delivering ideas (Astrid et al., 2019; Samanhudi, 2017) is an activity performed by someone to create new ideas or different ideas with a new reality that can be told on stage. The dialogues created must show conflicts that make the readers or audiences interested, surprised and full of questions. The process of writing a playscript is more complex than writing poetry and prose. In this case, the complexity of writing a playscript does not only describe a portrait or illustrate what is seen, but it also requires a touch of imagination, artistic, creativity, as well as critical and poetic power. Moreover, according to Jaafar (2016), to write a playscript needs the ability to master the language style. Besides, it also requires the ability to create a new reality that will be played on the stage. Even though writing a playscript is a complex activity, nevertheless, this activity has many benefits for students and literary enthusiasts. According to Albawi (2014), writing a playscript is useful in developing creativity, processes of thinking, ability to solve problems, communicate, socialize, and provide responses. Furthermore, Gervais (2006) stated that the benefits of writing a playscript can develop a sense of caring, respect, and commitment. Then, Hughes (2007 as cited in Dimilier, Kurt, Kasot, & Sozudogru, 2017) states that writing a playscript can improve students' abilities in using grammar, spelling, and punctuation.

With some benefits of writing a playscript, this subject needs to be maintained and considered by universities. So far, the subject of writing a playscript has rarely been studied. This is the same as Baker's findings (2018) that state that researchers or doctoral are more likely to pay attention or observe a play performance than writing a playscript. Relating to writing a playscript that has been described previously, the writer conducted interviews with students about writing a playscript. The results of interviews with the students of Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Universitas Jambi who had attended the writing playscript class in 2015, 2016, and 2017, showed the data that students felt writing a playscript was more difficult than writing other literary works such as poetry, short story, and novel. Furthermore, the learning of writing a playscript so far tends to be conventional. It is proven by learning activities that are more centered on lecturers. In line with this, Kisbullah (2015) declared that the learning outcomes of writing playscript are less optimal because the educators tend to use the lecture method.

Then, since the learning is still conventional, it is necessary to apply an appropriate learning model of writing a playscript with the 21st century learning era. The learning model is a conceptual framework that managed through scientific procedures and certain steps that are used as guidelines for lecturers in teaching. This is the same as what Brady (1985) and Eggen and Kanchak (2012) stated that the learning model is a blueprint in the form of a useful conceptual framework to guide educators in preparing

teaching to achieve optimal results. Consistent with the above, the researcher chose the *KIK-IRMA (CIC-IRPA)* learning model that developed based on a contextual approach to be applied in the experimental class. A contextual approach can improve static learning to be dynamic and make students achieve high standards. Contextual learning is an educational process conducted by lecturers to help students connect learning with the students' personal or social environment life context. According to Johnson (2013), contextual learning is a learning system with a philosophy that can be absorbed by students when successfully doing assignments and can associate new information with the information they have already had (Hadiyanto, 2019; Hadiyanto et al., 2017; Mukminin et al., 2018; Prasajo et al., 2018).

The contextual learning model consists of seven (7) components which include constructivism, inquiry, asking, learning society, modeling, reflection, and actual assessment. In this case, the students can construct their findings obtained through shows that become a model. Then, discuss it through the question and answer method. After that, a reflection is carried out on the weaknesses or strengths of the learning process. Afterward, the actual assessment is done through a process and final evaluation. Related with contextual learning components and based on needs analysis, theoretical analysis, and relevant research, the learning model of "*KIK-IRMA (CIC-IRPA)*" was born. KIK shows the nature of learning which stands for Collaborative, Integrative, and Constructivism (CIC), while IRMA (*IRPA*) is syntax or learning step that stands for Inquiry, Recreate, Produce, and Analysis (*IRPA*). Collaborative is a learning method that is found in every meeting, while integrative is a learning method that shows learning to write a playscript starts from developing ideas, writing the synopsis, writing frameworks, writing the first act, writing the second act, and writing the third act of play by integrating various experiences and knowledge. Then, constructivism is the process of compiling or building a new knowledge in a cognitive structure accompanied by experience. After that, inquiry method is a method of inquiry related to exploring ideas, finding problems, solving problems found by students based on the results of observations, reading analysis, performances that used as a model for understanding or basis in writing a playscript. Recreate is a method that creates the results of reading, watching, observing into ideas or playscripts writing framework. Then, produce is the process of writing that conducted to conclude, make a synopsis, make a framework of a playscript, and make the first act, the second act, and the third act of playscript. Furthermore, developing ideas can be in the form of developing conflicts or problem-solving described in the playscript. Last, analysis is an activity to revise the weaknesses found in producing writing.

The *KIK-IRMA (CIC-IRPA)* learning model that has been developed based on the contextual approach needs to be tested for its effectiveness. Therefore, the researcher proposes two research problems, they are: first "How is the process of applying the *KIK-IRMA (CIC-IRPA)* model in learning to write a playscript in the Indonesian Language and Literature Education Study Program Faculty of Teacher Training Universitas Jambi?", second, "Is there any difference between skills in writing a playscript of Indonesian Language and Literature Education Study Program Faculty of Teacher Training Universitas Jambi Students who apply the *KIK-IRMA (CIC-IRPA)* learning model based on a contextual approach and the students who apply conventional learning?"

RESEARCH METHODOLOGY

This research used quantitative and qualitative methods (Syaiful et al., 2019). Richey and Klein (2009) stated that "the data collected by researchers depend on the nature of their research questions and hypotheses". Quantitative and qualitative methods

aimed to systematically and accurately describe the phenomena, events, factual events. Then, quantitative was used to see the differences between skills in writing a playscript of the students who applied the *KIK-IRMA (CIC-IRPA)* learning model and the students who applied conventional learning. The research subjects consisted of 18 students of experimental class (class A) and 20 students of control class (class B) who attended the writing playscript class in 2018/2019. The selection of an experimental or control class was based on a roll of paper because both classes have relatively the same potential. The research instruments were observation and test sheets. Then, the data collection techniques in this research included observations and written tests. Observations were conducted to observe the process of implementing the *KIK-IRMA (CIC-IRPA)* learning model. The test of writing a playscript was conducted to find out the students' skills in writing a playscript. Data analysis techniques in this research were qualitative and quantitative. Qualitative data used descriptive argumentative, while quantitative data used t-test and N-gain. The research design used was quasi-experimental. Cohen et al. (2007), stated that Quasi-Experimental design includes: the pretest-post-test-non-equivalent group design in educational research

RESULTS AND DISCUSSION

The process of applying the *KIK-IRMA (CIC-IRPA)* in the Indonesian Language and Literature Education Study Program

In the first meeting after the introduction of RPS (Semester Learning Plan), the lecturers and the students held a classical discussion about learning material to write a playscript with the IRMA (*IRPA*) syntax. The first step was the students conducted inquiry through the activity of observing material on the meaning, purpose, and genre of play through InFocus shows. In the second step, the students recreated the activities, where the students looked for additional information using IT and connected it to the material they had mastered. Furthermore, in the third step, the students produced individual writing in the form of conclusions or summaries of material according to the learning objectives. Then, in the fourth step, the students conducted an analysis to find out the strengths and weaknesses of students' reports that contained conclusions of the material. At the analysis step, the students read out the results of individual analysis, and the other students gave input or suggestions on the students' writing or conclusions.

At the second meeting, the students did the first step or syntax in groups, which was the inquiry method. This activity was conducted through the process of observing materials about the structures, types, aspects, rules, and values in the playscript. The students discussed in groups. In the second step, the students recreated starting by finding information through IT, then followed by reviewing the material and relating it to prior knowledge. In the third step, the students produced writing individually to achieve the learning objective. In the fourth step, the students did the analysis starting by making presentations and questions and answers and providing recommendations or suggestions for the perfection of students' assignments. At the third meeting, in the first step, the students did inquiry in pairs by observing, reading, watching, and exploring various ideas. Then, in the second step, the students recreated to produce a synopsis framework. Next, in the third step, the students produced writing individually in the form of a synopsis framework. In the fourth step, the students conducted an analysis of the synopsis that had been written. In the fourth meeting, in the first step, the students did inquiry in pairs by observing, reading, watching, and analyzing the previous work. The second step was to do recreate to be an innovative new framework. In the third step, the students produced the written framework and conducted an analysis of the written framework. In the fifth meeting, the students conducted an inquiry, whether

individually or through discussion with each partner, by reading, watching videos, and then conducting an analysis. The second step was to recreate, which was to create a story. Next, in the third step, the students produced the first act of the playscript. In the fourth step, the students did an analysis of the first act of the playscript, so that it could be revised.

In the sixth meeting, the students conducted inquiry regarding the second act, whether individually or through discussion with each partner if needed. Then, the students did a recreate. In the third step, the students produced the second act of the playscript. In the fourth step, the students did an analysis of the second act of the playscript. In the seventh meeting, the students conducted inquiry related to the first act, whether individually or through discussion with each partner if needed. Next, the students recreated. Then, the students produced the third act of the playscript. Last, the students conducted an analysis of the third act of the playscript. In the eighth meeting, the students collected assignments, and the lecturer conducted cognitive tests. Affective tests were conducted during the teaching and learning process. The writing skill of the playscript is collaborative where the students jointly explore theories and ideas. Collaborative is one of the characteristics of contextual learning. According to Nawas (2018), writing skills can be improved through a contextual approach. Moreover, Slavin (2005) stated that if learning is done on a contextual basis, the students can collaborate to complete the assignments given by the lecturer. The theories are interrelated with one another so that it is integrated. Furthermore, to develop the potential, the students carry out constructivism. The author abbreviated these three characteristics as *KIK* (CIC). In the application of learning, lecturers are more concerned with students' collaboration. The lecturer asks questions that make students think critically and

creatively. Classical collaborative learning provides opportunities for students to share their ideas that can complement each other, so it makes the students understand the material easier. Inquiry is very appropriate to apply for students because it allows students to do their best. This is the same like what Hosnan (2014) stated that there are 3 characteristics of inquiry learning, including prioritizing student activities to explore learning material on their own, the students trying to answer various questions themselves, and developing the ability to think logically, critically, and systematically. By applying Inquiry, the learning is centred on students (Sánchez-Escobedo & Lavadores, 2018).

Recreate is the ability of an individual to create a written form or show to another writing form so that it produces something new. Saadah (2017) argued that recreate is the ability to achieve educational purposes objectively. Students have the freedom to explore insights and create new forms. To produce in this case refers to students' ability to produce writing. Writing a playscript is production. Sadhono and Slamet (2014) stated that writing is part of the production by expressing ideas, notions, thoughts, science, knowledge, experience, and so on. An analysis is an activity to describe issues by examining so it is found the theories, concepts, advantages, and weaknesses of the things studied. Salim and Salim (2002) stated that analysis is an investigation of an event to obtain the right facts. These four learning steps provide opportunities for students to explore their potential maximally. The process is through systematic and integrated stages and steps, so the students are easy to do it.

The Differences between Skills of Writing a Playscript of Students Who Apply the *KIK-IRMA* (CIC-IRPA) Learning Model and Conventional Learning Model

Table 1. The psychomotor aspect n-gain data of experimental class-control class

	Experimental	Control	Notes
N-Gain	0.88	0.65	0.88 > 0.65
Category	High	Moderate	There is a significant difference

The data were obtained from statistical calculations as follows.

N-gain Categories

- If $g > 0.70$, the result of N-gain is in the high category.
- If $0.7 > g \geq 0.30$, the result of N-gain is in the moderate category.
- If $g < 0.30$, the result of N-gain is in a low category.

The N-gain of the experimental class was 0.88. Based on the

criteria, the result of N-gain was in the high category. Therefore, it can be said that the class that applied the *KIK-IRMA* (CIC-IRPA) learning model made a high contribution to the ability of Indonesian Language and Literature Education of Universitas Jambi students to write a playscript. For N-gain of the control class that applied a conventional model where the lecturer was more active, the result obtained was 0.65. Based on the criteria, the result of N-gain was classified as moderate. This means that the contribution of the conventional learning model was sufficient.

Table 2. The t-test data of the psychomotor aspect of experimental class-control class

Sig. (2 tailed)	0.00 < 0.05	There is a significant difference
Notes:		
<ul style="list-style-type: none"> • If the t-count is positive, there is a significant difference when the t-count > t-table • If the t-count is negative, there is a significant difference when the t-count < t-table • If the Sig. (2 tailed) < 0.05, there is a statistically significant difference 		

The statistical processing above showed that the data was normal and homogeneous. Furthermore, the results of the t-test showed that there were significances or differences in psychomotor abilities between the experimental class or the

class that applied the *KIK-IRMA* (CIC-IRPA) learning model in writing a playscript compared to the control class, which was evidenced by the Sig. (2 tailed) that was 0.00, smaller than 0.05. The *KIK-IRMA* (CIC-IRPA) learning model contributed to the

skills of students in writing a playscript because their learning process was structured. Besides, the learning process was designed to provide motivation, freedom to explore and think to students, so the students were comfortable expressing ideas, both in sharing opinions and producing the playscript. The students were guided by structured assignments, exploring questions, so that what was done was more directed (Erlina et al., 2019; Marzulina et al., 2019).

Besides the explanation above, the KIK-IRMA (CIC-IRPA) learning model has advantages since it is completed with learning resources, consisting of RPS (Semester Learning Plan) and its complements, lecturers' guidelines, students' guidelines, and audiovisual learning media. This is the same as Wulan's research (2016) with the conclusion that applying a learning model based on learning resources provides more optimal learning outcomes. Furthermore, Richey et al. (2015) stated that the media is very necessary to communicate. Good communication skills can convey messages well too (Maimunah et al., 2019; Mayrita et al., 2019; Nazurty et al., 2019). Compared to the conventional learning model, the lecturers do more presentations of the material, although they also used the discussion method. Further, assignments were made by students at home, so that lecturers do not immediately know the difficulties or weaknesses of students. The explanation of material is not accompanied by direct practice. The outcomes of new students are considered as moderate and have not reached a maximum. For various weaknesses in conventional learning, changes were made in the learning model.

CONCLUSIONS

The process of applying the KIK-IRMA (CIC-IRPA) learning model was conducted in groups, integrated, and constructivism. The steps were inquiry, recreate, produce, and analysis. At the inquiry step, the students could read, watch videos, observe pictures, share experiences, analyze a literary work, and so on. At the recreate step, the students revised the reading outcomes, the show by designing ideas, notions in general. After the writing was drafted, the students produced the writing in the form of playscript. After the playscript was finished, it was made an analysis of the weaknesses and advantages of the playscript with the purpose to make the playscript that had been produced become perfect.

Based on the t-test data analysis, it can be concluded that there were differences between skills in writing a playscript of students who applied the KIK-IRMA (CIC-IRPA) learning model compared to students who applied conventional learning model. The contribution was categorized as high where the experimental class had N-gain as 0.88 while the control class had N-gain as 0.65 which categorized as moderate. For the next researchers, it is suggested to conduct qualitative research to explore in-depth the strengths and weaknesses of each student in writing a playscript, so that it is clear which parts should get more attention. For the other researchers, it is suggested to try out the KIK-IRMA (CIC-IRPA) learning model on other literary writing skills at the college level. For the lecturers and the teachers, it is suggested to apply the KIK-IRMA (CIC-IRPA) learning model in writing a playscript subject.

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