

THE LEARNING MODEL ANALOGY IN IMPROVING THE MULTICULTURAL WRITING CREATIVITY

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ABSTRACT

The learning model analogy in linguistics was the similarities between the forms which became the basis of other forms. Analogy was one of the morphology processes, where there was a formulation of the new words from the existed word. Analogy was done because from something that has been compared and its comparation has the same function and role. By doing analogy, a person could explain something which was abstract or complicated to be something that easy to be understood (inductive and logic analogy). Multicultural was a term that used to describe someone's point of view about the life on this earth, or the policy which focused on different culture acceptance, citizen, system, culture, customs, and politics they have. At least, main thing that need to be planted by them was done by teacher or lecturer, will be disturb by the literature management, finding information, practice the dialogue, and create a creative outside and multicultural. This study was qualitative research, which had to test the language learning model affectivity. The objective of this study was to create creative multicultural learning method. In order to reach the objective, the method used in this study was research and development system from Gall and Borg (2003). The specific target of this research was the learning method, analogy. For all the students of Bahasa Indonesia study program in some university in Palembang with this specification : (1) the objective of learning based on curriculum 2013; (2). Could be done with or without the lecturer; and (3) could develop creative learning for students. Based on the method , (1) teaching and learning observation in quasy experiment classroom. (2) selecting short story to be a material for teaching; (3). Learning model composition; (4) learning models tested; (5). Result evaluation; and (6). Learning model revision.

Keywords: Model, Analogy, Creativity Innovative, Writing, Multicultural

1. Introduction

The analogy learning model in linguistics has the similarities between the forms which becomes the basis of other forms. Analogy is one of the morphology

processes, where it has a formulation of the new words from the existed word. Analogy was done because from something that has been compared and its comparative has the same function and role. Through the analogy, a person can explain something which is abstract or complicated to be something that easy to be understood (inductive and logical analogy).

Multicultural is a term that used to describe someone's point of view about the life on this earth, or the policy which focuses on different culture acceptance, citizen, system, culture, customs, and politics they have.

Writing skill is one of the aspects that needs to be owned by the students to pour out the ideas and helps to train them to be smarter, brave, critical and creative in facing the problem. Writing skill can help the learners to reveal their various kinds of writing. It is in line with Yunus (2009:29), who stated that writing can help in improving the intelligence, and the willingness in finding the information.

The teaching of writing in the last ten years was still oriented on the conventional learning. Its application was mostly dominated by lecturers. Writing was to express the idea in the mind and feeling through the language. Practice to write continuously was an intense exercise to create the language that used as a medium of literature. The activity of language creation (writing) was not completely bias, but needed to be continuously and intensively (Heru, 2012:12).

Such a condition less support the improvement of the quality of education especially in the quality of the Indonesian language teaching in higher education. One

of the lecturers efforts to achieve success in the teaching and learning process is the selection of the appropriate method. in line with this opinion, Sagala (2005:174) stated that teachers must be able to use the models and teaching approaches that can guarantee learning successfully as planned. Teaching methods can function optimally, if in tandem with learning materials, students the purpose of the teaching as well as the skills to use it.

The development of creativity dimension in the process of language teaching is very important. It can be implemented through various language activities. Creativity is important and becomes one of the characteristics of a qualified man. Munandar (2009:17) stated that creativity helps people to improve the quality of life. in order to achieve this goal, the creativity needs to be had since early. Improving the creativity is an integral part of various activities for gifted children. Creativity should be implemented in the entire curriculum and classroom climate through some factors such as the attitude of receiving the individual uniqueness, the open ended questions and the possibility of a choice. An interesting approach in developing the creativity has been designed by Gordon with the name of the “analogy”.

2. The discussion

The analogy learning model in linguistics has the similarities between the forms which becomes the basis of other forms. Analogy is one of the morphology processes, where it has a formulation of the new words from the existed word. Analogy was done because from something that has been compared and its

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Writing is a process of creating a text that contains ideas. Some people do it spontaneously and others do corrections and rewriting. A creation, in this case an article can be written in one hour, or even in many days. (Komaidi, 2007:6). Writing is an activity that requires some processes those are the steps that needed in finishing.

Generally, the writing steps were divided into three stages. Such as; planning, draft writing, and draft revision. Each step can be explained into the more specific one. Planning what to write includes the discussed topic, the objective, the outlines, and the material. Draft writing includes the topic explanation into paragraphs. Moreover, draft revision includes the process of revision to make the writing better.

Alwasilah (2005:138) stated that the process of writing involves the literacy principles such as building the field of knowledge, modeling of text, joint construction and independent learning. The learning writing approach can be considered as a modern approach which was relevant to the role of writing in the academic context.

The implementation offered some alternative activities such as conferencing,

peer teaching, multiple draft, and collaboration. The process approach of writing learning referred to the five writing process (Graves, 1991), such as topics selecting, drafting, revising, correcting, and publishing. Here are the recipe given by Cooper (1993:415-427) about implementation.

(1) Topic Selection Stage : Students should be convinced that he is really able to select the topic. There are some steps that could help the students in this stage. First, invite the students to register their topics. Second, provide the chance for all the students to add the list of their wanted topic. Third, provide the chance to the students to choose one of the topics for their first writing

(2) Drafting Stage: there are two steps in drafting stage such are planning and essay development. The learning model can be designed as follows. First, provide the examples of essay, objective, and who the readers are. Second, after students complete their work, give the understanding that what they have done was the initial plan in writing.

(3) Revision Stage: The lecturers' role is helping students to appreciate the importance of systematic revision. After the revised instructions obtained, students start to revise his writings, check for each of the points listed on the revision checklist, discuss the issue and find the solution. Students were invited to try expressing their ideas better.

(4) Editing Stage: this stage takes place after the students worked. At this stage students check the sentence structure, spelling written and punctuation. Instructions can be developed in the form of check list.

(5) Displaying Stage: in the professional context, it is called publishing. At this stage the final writing or essay that has been edited was selected together to be displayed on the wall magazine or displays in the classroom.

The explanation above showed that the explained steps were almost the same. The difference was only the order in which they used after conducted the observation and studied about the read authors' material. The most relevant steps were explained by Alwasilah (2005) and Cooper (1993).

The writing learning included in the ability aspect in using the language. The objective was to make the students to (1) be able to deliver the information orally and in writing in accordance with the context and circumstances; (2) be able to reveal the idea, opinions, experience, and message orally and written; (3) be able to express their feelings orally and written clearly; (4) be sensitive with the environment and be able to express them in the term of good prose and poetry; and (5) have writing as hobby to improve the knowledge and use them in their daily activities. The objective was expected to improve the ability to think, reasoned, and broaden.

According to Joyce, Weil, and Calhoun (2000:135) all teaching model contains the elements of these following model: (1) syntax, (2) social system, (3) principle of reaction, (4) support system, and (5) instructional and nurturant effect.

For this reason, the analogy learning model should also include all the elements. Basically, the teaching model was the pattern or plan that could be used to form a curriculum in selecting the teaching material and guiding the teachers'

activities in the classroom. In line with Joyce, Weil and Calhoun (2000) stated, "a pattern or plan, which can be used to shape a curriculum or course to select instructional materials, and to guide teacher's actions." These formulations showed that there was a presence of the elements of the model builder as the characteristics of each teaching model. They were: 1) the model orientation, 2). teaching model, and 3). model application.

The analogy learning model was used as a learning model in developing the students' ability to think creatively. This model did not require tools, except paper or the blackboard to record those ideas. The first step in formulating the problem was written on the blackboard so all the students could see it. The next activity in class was led by the lecturer or in small groups that was led by a student.

Generally, there were three types of the analogy as a basis to increase the creativity of cultural writing, namely: (1) personal analogy, (2) direct analogy, and (3) compressed conflict. There were three types of the analogy that were used to increase the creativity of cultural writing based on synectics. They were the fantasy analogy, direct analogy, and personal analogy (Munandar, 2002: 284). The most commonly used was the fantasy analogy. In the fantasy analogy, the students searched for the ideal solution for a problem, included the strange or unusual solutions. The lecturer could ask the students to think how to move the heavy thing in the school yard. Students could imagine that the analogy like; the small creatures lift the thing, using elephants or giant balloons. As the contribution, all ideas were accepted, no one got

criticized, and students could continue with the idea of another student. After producing a number of fantasy idea, lecturers invited the students to do the practical evaluation and analyzing the idea to determine which could be applied practically.

The form of another analogy was direct analogy. In this analogy, the students were asked to find the situation of the problem in the real life, for example how to move heavy thing in the classroom. The problem could be reconciled with how animals bring their sons in real life . The main difference between the fantasy analogy and direct analogy was that the fantasy analogy could be entirely fictitious, while in direct analogy problem was associated with the real life. In addition, in direct analogy all the idea of students were accepted then were reviewed to be applied in the practice.

Personal analogy required the students to place himself in the role of the problem. For example, "If I were a swing in a playground and wanted to move to another place, what should I do? I should swing far and high until I could reach the high tree branches, then I took out the swing by shaking tree branches (like Tarzan) to the place that I wanted."

This process was developed based on the psychology creativity assumption. This was in line with the views of Gordon (1961: 1-6, in Joyce and Weil, 1996:17), i.e. "The specific patterns of sinectics across developed from a set of assumptions about the psychology of creativity". There were three assumptions psychology creativity as follows.

(a) Raising the creative process toward public awareness and developing it significantly to help creativity, to increase the capacity of creative individuals or groups could not be directly. (b) emotional component was more important than the intellectual components, creativity was the development of a new mental pattern. (c) emotional elements and irrational element must be understood by the lecturer to increase the possibility of success in the troubleshooting situation.

There were two strategies in this learning model. They were learning strategy to create a new thing and teaching strategies for making the strange familiar.

The Literature Workshop strategy I: Creating something new. First stage: Describing the real condition at that time. Lecturers expected students to be able to describe the situation or topics as seen at that time. The Second stage: direct analogy, students asked the direct analogy, selected one, and explained more information. The third stage: direct analogy, students did the analogy as they selected in the second stage. The fourth Stage: students created the descriptions based on the stage I and II, then developed the fourth conflict, and chose one. In the fifth stage, direct analogy, students developed and qualified the analogy of others directly. The sixth stage: the tried out the original lecturers' task and asked the students to review it by using the last analogy or multicultural writing experience.

The Literature Workshop strategy II: Making something strange became familiar. The First stage: The Lecturers' Substantive Input gave the information about new topic. The Second stage: direct analogy, lecturer asked direct analogy and asked

the students to describe it. The Third stage: Personal Analogy, lecturer asked the students to make personal analogy. The fourth stage: Comparing the analogy, students identified and explained the similar point among the discussed material and the direct analogy. The fifth stage: Explaining the differences, students explained the wrong or different analogies. The Sixth stage: students' exploring, students explained the original topics according to their own language. The Seventh stage: creating a new analogy, students provided their own analogy and explained which one the was similar or different.

Based on the two strategies above, this research used the second strategy. This strategy was a good idea to develop creative ability in writing.

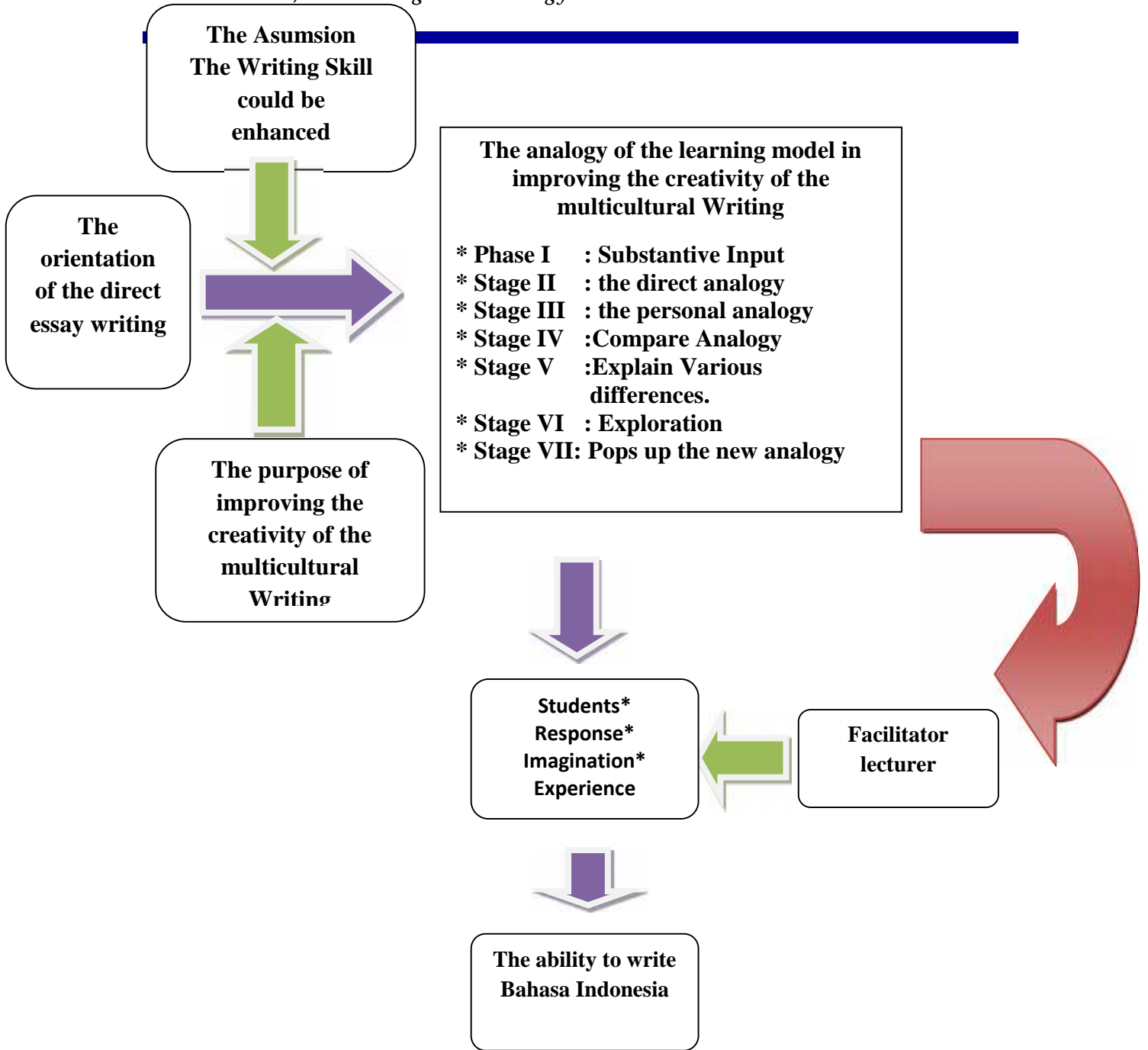
Joyce & Weil (1996:257) proposed that there were seven stages in this strategy, namely: (1) substantive input, (2) direct analogy, (3)personal analogy, (4) compare the analogies, (5) explain various differences, (6) exploration, and (7) create the new analogy. The implementation of learning strategies on the analogy in learning couls be described as follows:

The first stage: Substantive Input. The lecturer showed a picture to the students and they were given a few minutes to understand the picture. The second stage: Direct analogy. The lecturer explained and asked questions to the students to motivate them to express their ideas in writing. Students wrote their ideas as many as they could in their own note. The third stage : Personal analogy. The students created their own paper based on a picture. The fourth stage : Comparing the analogy.

The students brought the concept of the beginning of them to the class and formed a small group discussions. In the fifth stage :explaining the differences. The students held a class discussion, they read the writing of each group, then provide feedback. The sixth stage : Exploration. After feedback got to the concept of the beginning of them, the students would be ready to write the script of the end, with attention to the instructions for the revision. *Ketujuh* stage: Pops up a new analogy. After the end of the script is complete and revised the students work in pairs in pairs for editing their work.

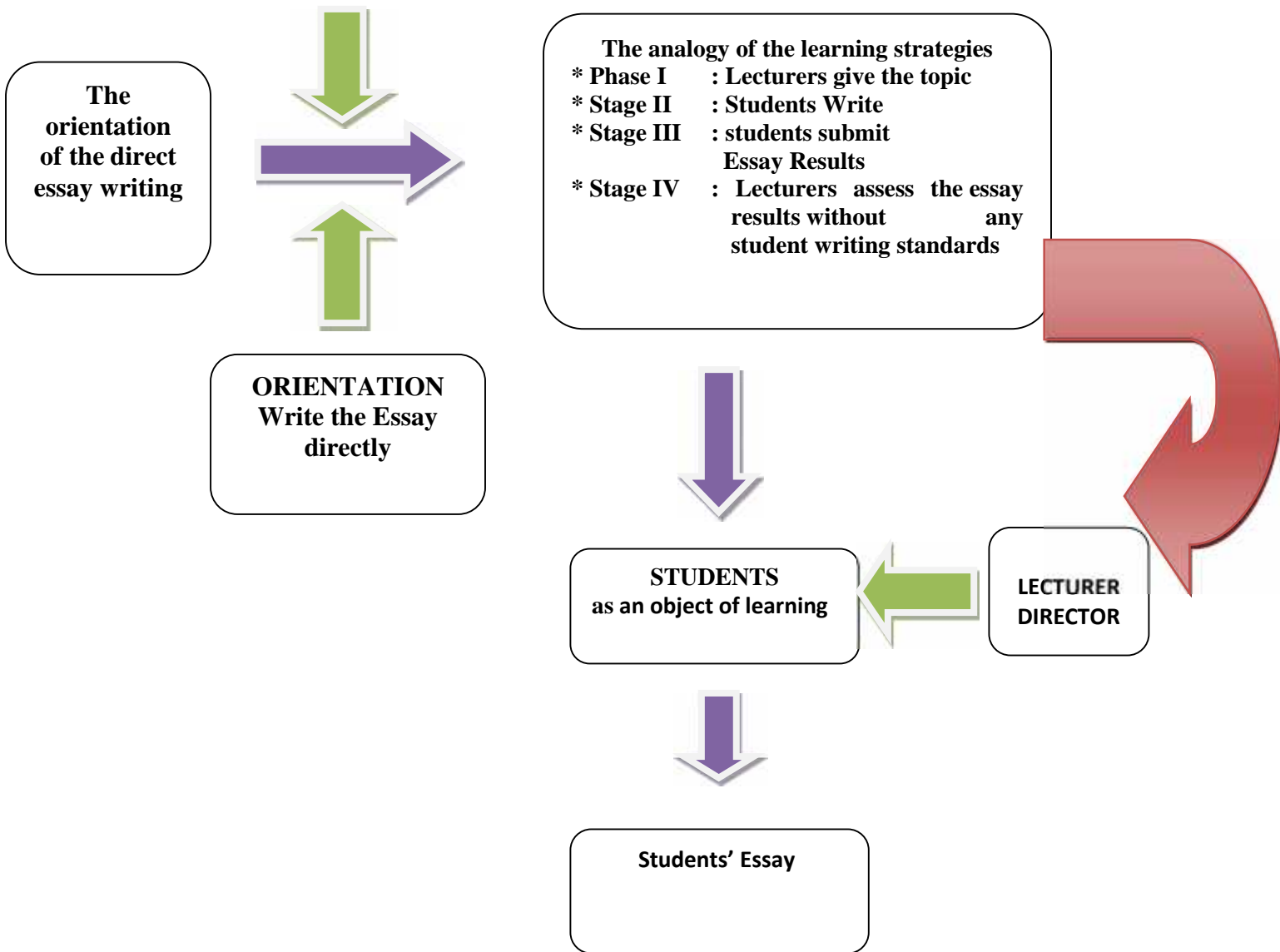
As the impact of learning literature workshop, there were two kinds of the direct impacts of learning (instructional effects), such as; improve the ability of creativity in general and in the subjects. The impact of the entourage learning (nurturant effect is to increase the mastery of learning materials and the quality of the group become more productive and cohesive manner (Joyce & Weil, 2000:257).

In the following section was presented the diagram Workshop model literature and conventional model diagram as its comparative . Furthermore, the difference of both models more would be clarified more as presented in the following table.



The diagram 1: The Analogy Learning Model in improving the creativity of the multicultural writing

The assumption
Students have an ability to write -
Students are not to be through
the development process



The diagram 2: The Conventional Models in the Multicultural Writing Learning

Instructional impact from this model was to facilitate the student in the formation of the concept that students' writing skills could be developed. This

could happen because the analogy of emphasizing on the process. The impact of the early onset of this model was a student could be able to think logically, included his feelings, connected new experiences with personal, proposed response and work together.

The difference with conventional Model Analogy Model could be explained as follows.

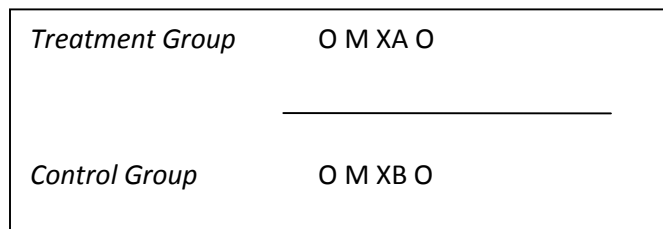
The difference with conventional Model Analogy Model

Conventional Model	The analogy Model
<p style="text-align: center;">Conventional Model</p> <ol style="list-style-type: none"> 1. Centered on the lecturers (<i>Lecture Oriented</i>). 2. As a student learning objects. 3. Learning activities occur on the place and a certain time. 4. Students learn more individually with receive, notes, and memorize the lecture materials. 5. The ability obtained through exercises. 6. The creativity of the possessed only certain people. 7. The lecture is theoretical and abstract. 8. The final destination is mastering the lecture. 9. The success of the lecture usually only measured from the results of the test. 10. The lecturer is defining the way the lecture 	<p style="text-align: center;">The analogy Model</p> <ol style="list-style-type: none"> 1. The lecturer as a facilitator. 2. As the subject of student learning. 3. The lecture takes place where only. 4. Students learn through group activities such as group work, discussion, receive, and give. 5. The ability based on the experience to develop the creativity of the students. 6. Each individual can develop creativity 7. Learning is associated with the real life. 8. The final goal is the ability to think through the process of connecting between the experience with reality to enhance the creativity. 9. Criteria for success is determined by the process and the results of lectures. 10. Students are responsible to monitor and develop their respective lecture.

3. The Laboratory Method

This research used the methods of research and development or *Research and Development (RD)* from Gall and Borg (2003). Three phases that were undertaken by the researchers, namely: 1) literature study and field study results as a basis for planning the development of the model, 2) development model through the trial was limited and the results of the model enhancements done trial that more widely in the form of repetitive cycle, and 3) validation test model to identify the benefits of the model of the results of the development of using the design of the experiment.

The research method used to test the end product from a more nuanced model quantitative using the design of quasi-experiment. The design that used was *The Match Only Pretest-Posttest Control Group* (Fraenkel & Wallen, 1993:243). The design of this research was described Fraenkel & Wallen as the following diagram.



Description:

- O = The measurement of the early (pretest) and the measurement of the end (Posttest)
- M = Match subjects to control classes and class experiment
- XA = The treatment of teaching in the classroom experiment
- XB = The treatment of teaching in control classes

According to the opinion of Fraenkel and Wallen (1993:243) *the match subjects* was the subject of this research that was not specified in random order but with how to match the subject in the group experiment with control groups on the research variables. The matching was done to assure that both groups equivalent and homogeneous in the variable. Members of each pair of matched and then assigned to the group of the experiment and control by mechanical. In other words, the group of the experiment and control groups obtained after the students are given the treatment of the pre-test related to the dependent variables. The following was presented test results homogenitas both groups based on their pre-test score, where based on the test without that two homogenous group until the level of 0.029, which means that both groups were homogeneous with the level of trust a resounding 97.1%. This means that both groups could be the control group and the group of experiments on research with the level of trust in the 95%.

Test of Homogeneity of Variances			
Skor Prates Kedua Kelompok			
Levene Statistic	df1	df2	Sig.
4.962	1	66	.029

4. Data Collection

The data that used in this research, namely (1) students' beginning capability data, (2) the implementation of the treatment data, and (3) student learning

achievements data. The students' beginning capability data included writing abilities and knowledge to write. The data collection technique was done with the pre-test. An instrument to collect data the ability to write the reality in the form of the command to essay writing based on reading material, while an instrument to collect data knowledge of writing the substance of the questions objective test which measures cognitive aspects. The initial capability data was monitored as the variables controlled, useful to see the extent to which the knowledge and the ability to write the experiment group and the control group before the given treatment.

The Early Ability instrument Students

This instrument was divided into two namely the instrument capabilities of early writing skills (The Instrument 1) and the instrument Early Ability knowledge of writing (the instrument 2).

Questions about the knowledge of the writing consisted of two parts, namely; the instructions and answer sheet. On the written instructions of time provided to write and the aspects that must be noted in writing. The aspects of this writing covered the types, contents, organising the use of spelling and punctuation. On the answer sheet, besides provided room for writing, it also provided filling column student personal data such as the full name, faculty, and the date on the right side of the above.

For the instrument 2, each bullet item trialled before made as an instrument of research.

An instrument of the implementation of the Treatment

This instrument is divided into two namely the instrument 7 and 5. 7 instrument used to monitor the implementation of the treatment. The instrument developed in the form of observation sheet using the *rating scale installation design*. This instrument consisted of two parts namely; descriptor column activities and scale of quality. In the column descriptor refers to the flow of writing learning model with the model of teaching the analogy; and quality scale column consisted of numbers 1 - 5 that showed the quality of the implementation.

The instrument 5 in the form of questionnaires of self assessment was used to complement the data on an instrument of the implementation of the treatment.

Treatment instrument

The implementation stages of learning to write with the analogy of the Learning Model

The first stage of : Lecturers showed some pictures to all the students and they were given a few minutes to understand the picture.

The second stage : Explained the lecturer and asked questions to the students who could grow student motivation for expressing their ideas in writing. Students wrote as much as possible ideas on the book its notation of each.

The third stage : The students created their own paper based on a picture. The students wrote down the ideas that have collected quickly.

The fourth stage :The students brought the concept of the beginning of them and formed a small group discussions. Each student read the writing of each group and provide feedback to the writings of.

In the fifth stage : The students held a class discussion, they read the writing of each group and provided feedback to the writings of.

The sixth stage : After got feedback to the concept of the beginning of them, the students were ready to write the script of the end, with attention to the instructions for the revision.

The seventh stage : After the end of the script was completed and revised the students work in pairs in pairs for editing their work.

4. Result and Discussion

a. Differences in the ability to write the students in the Classroom experiment and control classes

Differences in the ability to write Palembang Muhammadiyah University students between groups of the experiment and control groups was significant.) is based on the results of the tests t that indicates that there is a difference between the ability to write between the class implementing the Learning Model the analogy with the class implementing the conventional learning model. Thus it can be concluded that the model of teaching the analogy can develop writing skills students.

The difference of writing capability could be known based on the results of the measurement of the ability of the beginning students to writing, i.e. the average 61,74 become 75,41 after the treatment model of teaching the analogy. Therefore, it could be said that the ability to write before the treatment model of teaching low analogy, while writing abilities after Learning Model treatment increased analogy. Increasing the ability to write a student shows that the model of teaching the analogy that constituted by inductive thinking model quality. This is in line with the) Joyce, dkk. (2000) that the model to improve the quality of the writing students.

b. The effectiveness of this Learning Model the analogy

To measure the effectiveness of the analogy of learning in groups of quasi-experiment used two forms of the test the test-*t* and test the *gain*. Based on the analysis of the data could be concluded that the model of teaching the analogy used effectively in groups of quasi-experiment. The effectiveness of the model in line with) Joyce, et al. (2000:138) that the exercise is done independently which is the contribution of the model of inductive thinking as the foundation of the arrangement of the learning model the analogy can improve effectiveness. The conclusion was also supported by the discussion about the quality of the learning process the analogy.

The t-test the first measurement was done to identify the effectiveness of the Learning Model the analogy with prove the level of the significance of the difference between the ability to write the class quasi-experiment with control classes. The results obtained from the measurements found that there was a significant difference

between the ability to the end of the Muhammadiyah University students writing Palembang in class quasi-experiment (learning model analogy) and control classes (conventional learning model).

Based on the T-test obtained that gain total score writing skills of the group experiment (13,29) higher than on the control group (9,09). Based on further tests found that the difference was significant until the level of trust in the 95% (namely with the value of $T = 3,345$ and equal to the significance of 0.001) in this case could be concluded that the model of teaching the analogy was more effective than conventional models to improve student writing skills. Meanwhile, other measurements to identify the effectiveness of the model of teaching the analogy was to test the *gain*.

5. Conclusion and Remark

In this case it could be concluded that the model of teaching the analogy was more effective than conventional models to improve student writing skills. While the measuring ,other players to identify the effectiveness of the model of teaching the analogy was test gains. Based on the review of the gains, it could be concluded that the analogy learning model was effective. This was shown by the existence of improvement or development of writing abilities after measured with the gains compare the difference between pretest and post-test.

Both the measurement of the above also strengthened by the quality of learning to write with the analogy learning model so that the level of the effectiveness of the model had a high level validation.

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