

# Enrichment Book of Writing Narration Based on CLIL and Character Building

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**Abstract**—The lack of enrichment books as a hand book that focuses on how to write narrative texts causes learners difficult to understand the material. One of many obstacles experienced by the learners is their difficulty in determining ideas and create them into a complete story. The enrichment book of writing narrative texts based on CLIL is much needed to fulfil the needs of the learners and the educators. The enrichment book of writing narrative texts based on CLIL contains cultural elements. Cultural values are needed in the process of cultural teaching and character building. The value of local culture can be a source of inspiration as well as a good example. One source of character building is through the introduction to local cultures. The introduction to the culture avoids the learners being stranger in their environment. The noble values contained in culture serve as a good example in the character formation of learners.

**Keywords**—Enrichment book; writing narration; CLIL; character building.

## I. INTRODUCTION

Based on the Regulation of the Minister of National Education (Permendiknas) No. 2 of 2008, books are classified into four categories, namely (a) textbooks; (b) educator manuals; (c) enrichment books; and (d) reference books. The enrichment book is a book containing materials that enrich the textbook materials [1]. The enrichment book is a book that contains materials supplementing textbooks. The enrichment book provides information about a certain subject in the curriculum. The enrichment book is not composed entirely based on curriculum in terms of the objectives, subject matter, and method of presentation [2]. The enrichment book is not mandatory for use in the learning process, but it is useful for learners who have difficulties in understanding certain materials in a subject or course.

Based on Permendiknas Number 11/2005 Article 2, states that in order to achieve national education objectives, in addition to using textbooks, educators can use enrichment books and encourage learners to read them to increase knowledge and insight [3]. However, the enrichment books found in many school libraries are not supporting the learning process, especially Bahasa Indonesia course in the material of writing narrative text. The existence of textbooks is often not sufficient for students to develop writing narrative texts skills. Textbooks often only provide basic materials about writing narrative texts,

so that learners are less able to practice themselves in improving their writing-narrative-text skills.

The lack of learning resources especially writing narrative text material gets students experience barriers in understanding the writing narrative text materials. Learners are hampered to understand and define the elements of a story because it is too abstract. Based on the results of interviews with students, they admitted difficulty in assembling ideas or thought into a complete story. It causes them less interested and low learning motivation on writing narrative text material. Learners experience various difficulties when attending learning activities.

The current condition of writing lesson still leaves a number of serious problems, like the ability of students in writing is still low. Their writings are spinning uncertainly because they are afraid to get out of the theme determined by the teachers. Based on the results of open interviews, educators complain that books used in schools have not provided easiness for educators and learners in learning. Educators find it difficult in choosing and determining the right materials to achieve competence and develop the subject material that suits the needs and characteristics of the learners [4].

Based on the problems that have been presented, it is necessary to have a supplementary book for textbook or so called enrichment book that can meet the needs of learners and teachers. Enrichment books are expected to provide concrete or real images of the material that can generate ideas of the learners. Enrichment books do not only contain material but also equipped with various examples of narrative texts that suits the development of the learners.

## II. LITERATURE REVIEW

The first referenced study is the research conducted by Skuy *et al.* titled "Instrumental Enrichment as a Vehicle for Teachers in Implementing Outcome Based Education in South Africa" in the International Journal of Special Educations Vol. 16, No. 2, pages 2-15. The results of research conducted by Skuy stated that the enrichment instruments in the form of teaching materials can improve the ability of learners towards understanding of certain subjects. Teaching materials is one of the most important components in the learning process, especially in creative writing learning [5]. The research

conducted by Skuy, *et al.* have something in common with this research. They both discuss the development of teaching materials to write and stressed the importance of enrichment materials in the learning process. But in his research, Skuy, *et al.* discusses creative writing, while this research focuses on writing narrative texts. In addition, the research by Skuy, *et al.* uses applied research design, while the design used by the researcher here is research and development.

The second research is conducted by Winke in his article entitled "Selecting Materials to Teach" in the *International Journal* Vol. 02-03, pages 67-69. Selection and use of appropriate teaching materials in learning process are important. Winke uses an experimental research design. The results of this study indicate that the classes treated with applying teaching materials that have been prepared get more satisfactory results than control classes that are not treated with the same way [6]. The research conducted by Winke has similarities with this research; they both discuss about the use of teaching materials, and assess the effectiveness of the instructional materials. Winke's research uses experimental research design, while this research do employs research design R&D. The relevance of Winke's research with this research lies in the use of appropriate teaching materials as an effort to improve learning outcomes.

The third study is conducted by Wood titled "The Teaching and Learning of Narrative in English and Modern Foreign Language" in the *International Journal of Learning and Research Center*. Wood's study discusses the teaching and learning of narrative text in English subjects that are done in a creative and modern way. The results of this study show that by using media, learners are more interested, motivated, happy, and active in joining the learning narrative text. The use of an interesting and modern media can facilitate the teacher in delivering writing-narrative-text materials. In addition, learners are also easier to understand the presented material [7]. Wood's research is in line with this research. Both have something in common in using narrative text as a means of character building; there are element of cultural values. The relevance of Wood's research with this research lies in the development of learning components as an effort to improve the quality of learning and the use of story text as a means of character building.

The fourth resource is a study conducted by Nathanson entitled "Harnessing the Power of Stories: Using Narrative Reading and Writing Cross Content Areas" in *Reading Horizons* vol 01 number 47 pages 1-26. Nathanson's research discusses the comprehension of story content by reading and writing narrative text. The result of this study is that the use of narrative text can provide more knowledge and character values that can foster positive characters of learners to be applied in their everyday life. The narrative text also fosters their social sensitivity, so the text of the story is always applicable in various curriculum as a way of teaching character education [8]. Nathanson's research correlates with this research in terms of

the use of narrative texts as a means of character building which is the embodiment of cultural values. However, this research is more focused on the narrative text that contains cultural values. The relevance of Nathanson's research with this research lies in the use of narrative text or story text in implementing character education. Story text can provide knowledge and foster positive characters of the students.

### III. THEORETICAL FRAMEWORK

#### A. *The Meaning of Enrichment book*

Enrichment book is one of the books that can be used in schools. The use of enrichment books is highly recommended as a companion or supplementary textbook as a way to achieve basic competencies according to the curriculum. The enrichment book provides information that complements the main textbook. It contains knowledge, skills, and attitudes. Hence, learners do not only know many things, but also have a polite personality. The enrichment book also has many advantages. The enrichment book is not limited to certain period of curriculum. It includes more in-depth material, and unlimited time of use. The enrichment book serves as a supplementary book that contains certain deeper content, making it easier for learners to understand and enrich the material more deeply.

Indonesian language and literature enrichment books must meet several characteristics in order to be considered qualified [9]. These characteristics are (1) the suitability of the material to the curriculum, (2) the relevance of the material in terms of the purpose of education, (3) the truth of the materials in terms of linguistics and literature, and (4) the suitability of the subject matter with the cognitive development of learners. According to the Book Center (Pusat Buku), the main components of quality non-text books to be considered for by book authors are those that relate to (1) the material or the content of the book; (2) presentation of materials; (3) language and or illustration; (4) graphics [1].

Based on the above explanation, it can be concluded that the preparation of the quality of enrichment books should pay more attention to several aspects; aspects of matter, presentation, language, and graphics. Material aspects relate to the writing of appropriate and accurate materials with applicable curricula. The presentation aspect relates to the technique and completeness of the presentation. Presentation of books should facilitate learners in understanding the material and interest the learners. Aspects of language include the appropriateness of language usage with the development level of the learners. The language used should have a good level of legibility and coherent with the flow of thinking. Meanwhile, the aspect of graphics includes the use of illustrations, book size, cover design and book content.

#### B. *The meaning of Writing Narrative Texts*

Narration is a form of discourse that seeks to tell an event or accident so that as if the reader sees or experiences the event

directly. The most important element in narrative texts is the element of action or deed that occurs in a series of time. According to Chaer, narrative discourse is to tell a topic or thing. In general, narrative text is a set of events arranged in the order of time or sequence of an event. In narrative texts, there are always characters in the events told [11]. This was confirmed by Kurniawan's opinion stating that narrative text is a story that tells the sequences of events that exist in the unified plot [12].

Based on the opinion of some experts who have been elaborated above, it concluded that the narrative text is a form of writing that tells a sequence of events, contains problems and solutions in chronological order so that the reader feels as if experiencing the events directly. The most important element of the narrative text is the element of action that occurs within a certain time series. Narrative text also tells a dynamic life story in a series of time.

### C. CLIL Approach

CLIL is an approach to language learning through a subject matter (content) or the other way around, studying a subject (content) through a language. Learning Bahasa Indonesia is a synthesis of three approaches, namely genre pedagogy, scientific, and CLIL. The mainstream model is the genre pedagogy with four components (building context, model review, guided construct, and Self-Construct). The CLIL approach is used to enrich learning with the following principles: (1) the text -in the form of a model or task- should contain character, insight and care as a citizen of Indonesia and a citizen of the world; (2) the language element (communication) becomes an important element to state the various language purposes in life; (3) each type of text has a different structure of thought [cognition] that must be realized in order to create more effective communication; and (4) culture. Using language or successful communication must involve ethics, politeness of a language, and culture (international, national, and local).

CLIL provides several benefits for learners, among others; (a) languages are studied with multiple perspectives and integrated with different and complementary fields of study, (b) CLIL can enhance learners' motivation in learning and target languages, (c) CLIL can improve language competence and ability, since learners are welcome to frequently communicate using the target language. (d) CLIL can develop multidisciplinary skills and multilingual attitudes, (e) CLIL encourage educators to use varied learning methods, and (f) CLIL can be recommended as an efficient instrument of multilingual education.

### D. Character Building

Character is the basic value that builds someone's personality, both because of the influence of heredity and the influence of the surrounding, which distinguishes him or her from others, and is manifested in his or her attitude and behaviour in everyday life. Character is the basic value of

behaviour that becomes the reference value of interaction between humans. Various values of characters are formulated as the value of living together in social life.

Character is the values of human behavior in association with God Almighty, self, fellow human, environment, and nation which are embodied in thoughts, attitudes, feelings, words, and deeds based on religious norms, law, etiquette, culture, and customs. The growing of character values can be integrated with learning subjects in classes [13]. Learning materials related to norms or values in every subject needs to be developed, explicit, associated with the context of everyday life. Thus, character-values learning does not only work in the cognitive level, but also in the internalization, and real experience in the everyday lives of the learners in society.

Based on several notions of character, it can be concluded that character is a value embodied in the form of behaviour. Character is the basic value of behaviour that becomes the reference value of interaction between humans. Various values of characters are formulated as the value of living together in social life. The growing of character values can be integrated in the learning process of every subject. The learning of character values at schools is not only at the cognitive level, but in the internalization, and real experience in the everyday lives of the learners in society.

## IV. FRAMEWORK OF THINKING

Facts show that students' narrative-text writing skills is still low. Learners are not interested to learn and understand the subject due to the large majority of students have difficulty in understanding the writing material and the content of narrative essays. The textbook used can not meet the needs of educators and learners. Teaching materials should be adjusted to the needs of learners. So, this research focuses on developing enrichment books of writing narrative-text in a different design from that already exists.

The enrichment book is adjusted to the needs of learners. This enrichment book aims to enrich and facilitate learners in understanding the content, elements, and structure of the story. In addition, the enrichment book for writing narrative essay is also easier to be retold, so that it can guide students in writing their own adventure stories, then, learners become proficient in writing narrative essays. This enrichment book is structured on the basis of the CLIL approach. 4Cs implement of CLIL approach, namely *content*, *communication*, *cognition*, and *culture*. The CLIL has four paths, which are context analysis, studying the model, the guided construct, the self-construction. The content of elements and cultural values in the material and examples of essay facilitate learners in generating ideas, build a meaningful narrative essay, and be a role model in everyday life. The content of the current cultural values supports the application of character education.

## V. RESEARCH METHODS

This research was conducted in seven stages of research based on the ten stages of Borg and Gall theory development, because the stage eight, nine, and ten stages are the follow-up research that led to the implementation in the national scale. This simplification is according to what Sukmadinata says. Based on this, the stages of this research are (1) theoretical and practical analysis, (2) analysis of development needs, (3) drafting of products, (4) product validation, (5) product revision, (6) product trials and (7) the revision toward the product after trials results the developed product.

Data are gained from the study outcomes of the students; narrative essays score with feedbacks from the teachers and also comments from students. Therefore, data sources are students and teachers. Based on this data, the effectiveness of using enrichment book of writing narrative text can be known. Instruments used in this research are (1) interview, (2) performance test, and (3) questionnaire responses from students and teachers. The effectiveness-data analysis technique used in this research is t-test towards two figures with 5% significance level and descriptive analysis as supporting data.

## VI. RESEARCH RESULTS AND DISCUSSION

The results of product testing show that there are developments of the average score. The average score at the initial test was 62.38 with value category of "enough". While in the final test, the average score rocketed to 83.08 with the value category of "excellent". From the average value, 22 students or about 91.67% reached the category of "good" and "very good". T test data analysis in this study uses *Paired Sample Test*. The result of the t test is known that the *Asymp. Sig. (2-tailed)* is 0.000, which means  $0\% < 5\%$ . This means  $H_0$  is rejected and  $H_a$  is accepted because there is a difference in the average score obtained. The average t test of the initial score and final score uses the following hypothesis.

$H_0$ : no differences between pre-test and post-test or the outcomes of learning the skill of writing adventure story.

$H_a$ : there are differences in learning outcomes of writing adventure story skills between pre-test and post-test.

To know the truth of the hypothesis, here is used t count  $>$  t table which means if t arithmetic  $>$  t Table, then  $H_0$  is rejected. Whereas, if t arithmetic  $<$  t table then  $H_0$  is accepted. T value is (-13.008), a negative value (-) at t is not used because t is an absolute value. So, it can be concluded that the value of the t (13.008) is greater than t table (1.71) or  $13.008 > 1.71$ . The result shows that  $H_0$  is rejected and  $H_a$  accepted. This means that there are differences in the outcomes of learning adventure story writing skills between pre-test and post-test.

## VII. DISCUSSION

The effectiveness of CLIL-based narrative-writing enrichment book in character building can be identified based on the assessment of the learning outcomes of the students

'narrative writing skills in the initial and final tests, the assessment of the learners' activities in the learning process, and the educators' and learners' response to the product of writing-narration enrichment book being developed. Learners got easier in determining the elements and structure of narrative essay. Presentation of materials which was prepared in accordance with the level of development of learners is included in the concrete operational stage and then is related to the real life experience or environment around the learners. This can help learners to think concretely in determining the elements and structure of narrative text. This is in line with the findings of Skuy *et al.* (2001) written in his research entitled "Instrumental Enrichment as a Vehicle for Teachers in Implementing Outcome Based Education in South Africa", in *International Journal of Special Educations* Vol. 16, No. 2, pages 2-15. The results of the research conducted by Skuy stated that the enrichment instruments in the form of teaching materials can improve the ability of learners towards the understanding of certain subjects. Teaching materials is one of the most important components in the learning process, especially in creative writing learning.

## VIII. CONCLUSION

Based on above experimental data and t test, it is known that the enrichment book for writing adventure story which loads local cultural values for the fourth grade students of SD is effective and can be used in the learning process. The application of enrichment books for writing narrative text makes it easy for learners to understand and determine each element and structure of the story to be written. This is because the presentation of the material is adjusted to the developmental level of the learners and also, the material is associated with the real life or environment around the learners.

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