

## Conference Paper

# Improving the Ability to Extract Novel Text with Information Transfer Strategies and Project-based Learning Models

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### Abstract

This writing focuses on the concept of improving the ability to extract novel's text. An information transfer strategy is used as an effort to improve that capability. The use of such strategies is used to enable learners to get to the creative writing stage. Learners are assigned to read the novel text and then convert it into a table and concept map. The forms of ability to extract the text of the short story that must be achieved by the learners is to make a map of the character, detailing the development of thinking figure, and projecting messages from characters thinking figures. Learning is carried out using a project-based learning model. The final result of this learning is a simple concept map that the essence of a novel.

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**Keywords:** information transfer strategy, creative writing, and extracting novel text

## 1. Introduction

Information transfer is one of the strategies that can be applied in learning. Communication process can be interpreted as the transfer of information (messages) from the sender of the message as a communicator and to the recipient of the message as a communicant. Information transfer is related to knowledge. According to Syam (2017), information can be transformed into knowledge through the process. Knowledge is the transformation and enrichment of information by personal experiences, beliefs and values that add to the power of decision-making and can be acted upon. Knowledge is essentially information in action (O'Dell & Grayson, 1998).

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Transfer of information in this case is focused on the novel text and learners. The text of the novel is positioned as a communicator, while the learners are positioned as communicants. Through the transfer of Information learners are directed to take knowledge of the contents of the novel that has been read. The use of information transfer strategies is projected to increase the passive participation and active participation of learners.

## 2. Improving Ability to Advance Text Novel

Strategy is essentially planning (planning) and management to achieve a goal. The strategy does not serve as a roadmap to show direction but as a pointer to its operational tactics (Effendy, 2007: 32). The essence of information transfer used in an effort to improve the ability to extract text level is to convert knowledge in the form of novel text into concept maps.

Yusuf (2015: 289-291), stated concept mapping is used to communicate complex ideas and relationships into simple thought structures. A simpler structure is possible to be understood and remembered easily. There are eight concept map forms that reflect the mapping of a thought: (1) circular map, (2) bubble map, (3) double bubble map, (4) tree map, (5) binder map, (6) flow map, (7) plural flow maps, and (8) bridge maps.

Eight types of concept maps need not be mastered. This is because the focus of this concept is not on the ability of learners to extract novel text with various types of concept maps. Innovation in this concept is applied with three indicators. The three indicators are: (1) making the character’s travel map, (2) detailing the thinking development of characters, and (3) projecting the mandate of the character’s thinking character. Three indicators are specified and shown with the following table.

TABLE 1: Indicators and Specifications.

Indicators	Specifications
1. Make a travel map of a character	<ol style="list-style-type: none"> <li>1. Displays the beginning, middle, and end of the character’s journey.</li> <li>2. Displays the relationship between the journeys.</li> <li>3. Displays important situations on each character’s journey.</li> </ol>
2. Detailing the development of thinking	<ol style="list-style-type: none"> <li>1. Clarify the character of thinking figure.</li> <li>2. Clarify the signs of character change thinking character.</li> <li>3. Clarify the cause of character change thinking character.</li> <li>4. Clarify character change thinking character.</li> <li>5. Clarify the effect of character change thinking character.</li> </ol>
3. Projecting the mandate of the character’s thinking character	<ol style="list-style-type: none"> <li>1. Interpreting the effect when having a character thinks like a good character and not good.</li> <li>2. Interpreting the best thinking character to be adapted by the reader.</li> </ol>

The study of literary texts so far only concerned with the concept of intrinsic and extrinsic elements needs innovation. These three indicators are innovations that enable the development of learners' knowledge. Based on Bloom's taxonomy operational verbs there are six levels, namely (1) knowledge, (2) understanding, (3) application, (4) analysis, (5) evaluation, and (6) creations. The operational verbs used in the above indicators spur the learner up to the evaluation level.

The transfer of information and knowledge relies on elements of material content, teaching treatment, and the structure of instructional design (Berlo, 1960: 50). Transfer of information from the novel into a concept map by the learners is carried out with a project-based learning model. Characteristics of project-based learning (PjBL) is shown in the following table.

TABLE 2: Indicators and Characteristics of PjBL.

No.	Indicators	Characteristics
1.	The dominance of Student Learning Resources	Independent
2.	Task Type	Groups or individuals
3.	Lessons Learned in Learning	New problems
4.	Main Purpose of Learning	Creative and innovative thinking
5.	Assessment Process	Continuous
6.	Assessment Evaluation Type	Qualitative or quantitative
7.	Cost and Equipment needed	More
8.	Technical and Systematic Learning	Students are free to experiment
9.	Teacher Contribution	Advisor
10.	The Approach Used to Solving Problems	Multidisciplinary

Project-based learning or project-based learning is one of the learning models developed in teaching and learning activities. There is some understanding of project-based learning. Wena (2011: 145) states that project-based learning or project-based learning as a learning model involving learners in the transfer of knowledge.

Projects can reduce unhealthy competition in the classroom and lead students more collaboratively. Projects can also shift the focus of learning from fact recall to exploration of ideas. Project work is a form of open-ended contextual activity-based learning, and is part of a learning process that provides a strong emphasis on problem solving as a collaborative effort. This model allows students to work independently or in groups in constructing authentic products that come from real problems in everyday life.

Project-based learning model resembles problem-based learning because the beginning of learning is based on the problems revealed, as well as collaborative learning

activities or groups that emphasize the environment of learners to be active. The difference lies in the object, the problem-based learning is required to formulate the problem of data collection and analysis, whereas in project-based learning the learners are more encouraged in project-based learning, designing or designing activities, formulating jobs, designing, calculating, carrying out work and evaluating outcomes. Turyantana (2013:5) states that project-based learning has a value of authenticity in the world of education that can guide students to plan, conduct research, and present the results of the projects undertaken.

According to Asan (2005), project-based learning is an effective educational approach that focuses on the creativity of thinking, problem solving, and interaction between students with their peers to create and use new knowledge. Thus project-based learning is a method that uses contextual learning, in which students play an active role in solving problems, making decisions, researching, presenting, and creating documents. Project-based learning is designed to be used on complex issues that students need to investigate and understand.

According to Wena (2011), there are four weaknesses of project-based learning: (1) the current curriculum in our country, whether vertical or horizontal, has not supported the implementation of the method, (2) The organization of lesson material, planning and implementation of this method is difficult and requires special skills of teachers, while teachers have not been prepared for learning using this method, (3) should be able to choose the appropriate unit topic according to the needs of the students, sufficient facilities, and have the necessary learning resources and (4) become broad enough to obscure the subject matter of the unit.

Project-based learning is an individual or group project that is carried out over a period of time. Project-based learning has a distinctive feature, involving students in project design, problem-solving investigations, or time-wise experiences for students to work autonomously. In project-based learning, learners are more encouraged in project-based learning, designing or designing activities, formulating jobs, designing, calculating, carrying out work and evaluating outcomes.

Innovative novel text learning has not used operational verbs (C6) or creations. It does not reduce the novelty of innovation and increase the learners' knowledge remains maximal. Teachers as mentors can use this learning innovation to facilitate the work of learners to get the essence of the contents of the novel. Technically and systematically the learning is possible out of the characteristics of PjBL. Learners should be given the freedom to experiment to solve problems but by teachers already given the design of learning. This is one of the innovations so that learners can simplify the novel into a

concept map. In addition, learning with the design to overcome the weakness of project-based learning.

According to Tilaar, Jimmy and Lody (2011: 114), the main task of education is to deliver every educator to understand the task of humanity. The three written indicators project the mandate of the character think character is an innovation to complete the main task of education. This is evidenced by the three indicator specifications that interpret the effects when having a character thinks like a good character and not good and interpret the character of the best mind to be adapted by the reader. The innovation should be able to make learners become creatures of value. Values are human abstractions or ideas about something that is principle, valuable and good to be accepted and believed. Learners project the character of good and bad in itself so that he understood at once interpret the effect of the good and bad character. After understanding and understanding the students should not be a person with a bad character.

Learning with innovation is so good to try as it trains learners to be independent. This is in accordance with Tilaar (2013: 176) which states that what needs to be mastered by learners is information that has been processed by themselves or learn self-directed (digested information).

### 3. Conclusion

Information transfer is done by converting the text into a concept map. It is part of project-based learning. Learners are required to be able to create a simple concept map and contains the essence of a novel that is read. The innovative learning of literary texts by using information transfer can be a solution to overcome the weakness of the project-based learning model. The innovated indicator has good functionality and it is possible to make learners become personal values.

### 4. Suggestion

This innovation can still be developed. For developers with the same focus it is better to determine the level of education. In addition, developers can innovate this design with operational verbs that are more abundant and up to the C6 level.

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