
The Effect of Learning with the “Copy the Master Technique” and Learning Motivation on Anecdote Text Writing Skills

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Abstract

This research aimed to explain the effect of learning using the *Copy the Master* technique on the anecdote text writing skills of the tenth-grade students of one senior public school. It was quantitative with experimental research. In addition, this research used a pseudo design and a 2x2 factorial design. The sampling was carried out by using the purposive sampling technique. The research findings show (1) there was an influence of learning using the *Copy the Master* technique on the anecdote text writing skills of class and (2) there was an influence of learning using the *Copy the Master* technique on anecdote text writing skills for students with high learning motivation; (3) there was an influence of learning using the *Copy the Master* technique on anecdote text writing skills for students with low learning motivation. The copy the master technique can be one of the alternative techniques in teaching writing.

Keywords

Anecdote, conventional model, *Copy the Master* technique, learning motivation

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Introduction

Writing skills are language skills that require a person to pour thoughts, ideas, and ideas into the form of good writing so that it can be understood by the reader (Mahmur et al., 2020; Sapitri & Abdurahman, 2020; Yuliana, 2020). Writing is not only pouring thoughts, ideas, and ideas into a form of writing, but many factors need to be considered in writing activities to support the feasibility of writing, such as language, content, and presentation. One of the writing skills must be mastered by the tenth-grade students of SMA / SMK / MA is the anecdote text writing skills. The anecdote text aims to entertain or evoke laughter in the form of stories containing elements of humor and criticism (Safitri et al., 2023; Suci, 2023; Yutama et al., 2022).

Several things must be mastered by students to write anecdote texts, such as structure, content, and linguistic rules. Writing anecdote text serves as a vehicle that builds a culture of rational thinking. It means the anecdote text writing skill requires students to be productive, creative, systematic, and innovative (Oktavia, 2020). Critical thinking is a cognitive process that includes the skills of analyzing, evaluating, and concluding (Pratama et al., 2022; Sari et al., 2021; Triwulandari & Supardi, 2022). Creative thinking can be interpreted as a process that illustrates fluency, flexibility, and originality in pouring thoughts (Alma, 2023). Systematic thinking is a structured mindset, while innovative thinking is developing new skills processes (Annisa & Mustofa, 2023; Astri, 2023).

Despite the benefits found in the anecdote texts writing skill, in reality, students are not yet skilled in writing anecdote texts. Gumelar and Mulyati (2018); Julaeha et al. (2023); Kharisma et al. (2023); Sopandi (2020) revealed that students' writing skills are low and there are still problems, namely that many teachers use approaches that are not by the subject matter. The evidence is that teachers still lack empowering learning methods in the learning process at school, especially in anecdote text writing skill. Students themselves have the potential ability to write anecdote texts, but teachers are less successful in exploring this potential. Finally, student writing is not optimal due to the lack of time to write anecdote texts, so students' writing skills are low. Inappropriate methods cause students to lack understanding of the meaning of a sentence in Indonesian, so they have difficulty expressing ideas and ideas in writing. Agustina et al. (2023) also revealed that the results of Indonesian language learning have not been optimal. The average value of Indonesian learning outcomes is still below the *KKM*. Based on data obtained by researchers of the tenth-grade students of SMA Negeri 5 Kerinci in learning Indonesian, most teachers still carry out learning with a conventional approach. Most teachers teach writing with the lecture method in assignment techniques. In addition, some teachers cannot present writing material in an interesting, inspiring, and creative way. The teaching techniques chosen and practiced by teachers in learning to write have a huge impact on students' learning achievement. This learning model makes it difficult for the students to write, especially in determining topics, developing text content, and so on. It makes students' creativity cannot develop optimally.

One of the efforts to improve students' writing skills is to invite students to interact directly with something experienced and felt. In ongoing learning activities, teachers should emphasize student involvement and activeness in the learning process to improve writing skills. Therefore, it is necessary to find a suitable solution to test the use of learning techniques

to increase students' anecdote text writing skills and to facilitate the writing of anecdote texts that need learning using the *Copy the Master* technique (Haris et al., 2023; Nugraha & Doyin, 2020; Rahmadani et al., 2019; Suniartini et al., 2024), The results showed that learning outcomes using the *Copy the Master* technique can improve the students' writing skills results, and 'motivation. The learning technique offered by the researchers is a solution because this technique can provide direct experience to students. After all, they get the opportunity to understand and analyze writing models, so understanding concepts are more concrete to influence success in learning. Learning using the *Copy the Master* technique involves students directly discovering concepts so that students will gain factual knowledge. This technique has accompanied the cultivation of motivation in students to create logical concepts regarding the tasks given by the teacher. Learning using the copy the master technique requires doing exercises according to the model or master given to develop students' creativity (Aeni et al., 2019; Mandasari, 2022; Septeria et al., 2020; Solihat et al., 2023).

In addition to applying appropriate learning techniques, learning motivation is considered a determinant of student success in writing anecdote texts. A factor that influences students' writing ability is learning motivation (Amna & Zakaria, 2018; Hendriani et al., 2019; Riyanti et al., 2019). If student motivation is high, the value of writing anecdote text is also high, and vice versa, if student motivation is low, the value of writing anecdote text is also low. High learning motivation can support the learning process (Sabrina et al., 2019). This explanation indicates that in learning writing, definite learning techniques need to be applied and supported by good motivation.

Literature Review

Proficiency in writing anecdote texts by applying systematics and linguistics

Writing is a productive language activity to convey opinions or ideas in writing. It is in line with Rosidi (2009), who stated that writing is a means of expressing one's thoughts, ideas, and feelings with the hope they can be understood by the reader. The product of writing is text. Mahsun (2013) found that text is a language unit used as a written expression with a complete thinking structure. Thus, writing text is a productive language activity to produce ideas in writing with a complete structure. One of the texts that can be produced is an anecdote text. In social life, of course, we are faced with a problem. But these problems are not always conveyed clearly. Then comes the anecdote text. Kosasih (2017) stated that an anecdote text is a funny or intriguing story that aims to provide a definite lesson. Gumelar and Mulyati (2018) also stated that anecdote text is a story-shaped text that contains humor and criticism. Therefore, this text involves definite well-known characters. Furthermore, the story presented is factual.

Every text, including anecdote text, has definite characteristics or traits. According to Alfalisi and Suseno (2019), the characteristics of an anecdote text are: First, it can entertain or invite laughter from readers or listeners. Second, to convey subtle criticism that does not offend the reader, listener, or the person being told. Third, as a medium for conveying views and aspirations that are positive and humorous to the public. Fourth, to inspire readers or listeners to choose a polite way to protest or disagree with something. Fifth, featuring characters who are close to everyday life or essential people. Sixth, it has a humorous, funny,

intriguing, and joking but satirical nature. From the statements, an anecdote text is a short, funny, and memorable story used to convey criticism about an important person (public figure), but not in a rude and hurtful way.

Copy the master learning technique in its syntax implementation

Learning with the *Copy the Master* technique is a technique or method used to imitate the expert or master presented. Imitating means not copying according to the master given. However, the way, technique, or method will be imitated to stimulate students' creativity to write texts. This technique requires students to imitate a writing model and develop it based on their creative ideas (Marahimin, 2014). Learning with the *Copy the Master* technique emphasizes a series of activities carried out by teachers and students. The teacher in learning activities is a motivator, facilitator, and guide who can direct students to write creatively. The learning application with the *Copy the Master* technique in creative writing can make the teacher's role, which has been a task giver, switch to a form of cooperation with students through the writing process. This technique encourages collaborative learning to motivate students to write creative texts.

Learning with the *Copy the Master* technique applied in learning to write anecdote texts does not aim to produce as many plagiarists as possible. The primary purpose is to depart from the most ancient theory of education, which is by imitation. By modeling a piece of writing, the learner knows what entity he is trying to learn by imitating it. For example, if someone who has not seen a column, then explained to him what a column is and given an example, told to analyze, and told to imitate, there has been a lot of at least an educational process that covers three aspects of competence, namely cognitive, affective, and psychomotor (Thahar, 2014).

In writing anecdote texts with *Copy the Master* technique of learning, of course, has several steps: First, the teacher explains the anecdote text to students. Second, the teacher distributes anecdote texts to each student. Third, students read the anecdote text given by the teacher. Fourth, students identify the structure and linguistic rules of the anecdote text. Fifth, students read the anecdote text repeatedly, and then each paragraph that has been read is summarized into one. Sixth, students create an anecdote text outline. Seventh, students think of other objects that can be written by copying or using patterns, techniques, or methods used in the model. Eighth, students write an anecdote text with the model that has been given by paying attention to the structure and linguistic rules. Ninth, students write a new anecdote text with a theme determined by the teacher without looking at the model. Tenth, the teacher collects the anecdote texts written by the students. Thus, writing anecdote texts using the *Copy the Master* technique is excellent for improving student writing results.

Methodology

This type of research is quantitative with experimental method. The experimental method is a research method for finding the effect of definite treatments on others under controlled conditions (Handayani et al., 2023; Nagel & Lutter, 2021; Nisa et al., 2023). The design used in this research was a pseudo design and a 2x2 factorial design. The population in this research were all the tenth-grade students of SMA Negeri 4 Sungai Penuh City in the

2023/2024 academic year. The tenth-grade students are in six classes with a total of 217 people. The steps taken in the sampling were: First, collected data on daily assessment (PH) scores of the tenth-grade students of SMA Negeri 4 Sungai Penuh City. Second, conducted a normality test on student scores using the Liliefors test to see whether yes or not the data has a normal distribution. Third, conducted a variance homogeneity test. The variance Homogeneity test serves to determine whether the population has a homogeneous variance or not. The homogeneity test carried out was the Bartlett test. Fourth, determined the experimental and control classes. The determination of experimental and control classes was based on the similarity of mean scores, standard deviation, and normally distributed and homogeneous data. Based on these steps, it was determined that the experimental class was class X-B, and the control class was class X-A. This research focused on three key factors: (1) learning with *Copy the Master* technique as the independent variable, (2) learning motivation as the moderator variable, and (3) learning anecdote text writing skill as the observed variable. Data on learning motivation was collected through research by applying a survey (questionnaire), while data on anecdote text writing skills was collected through a performance test.

The analysis of learning motivation data in this research involved several steps. First, the questionnaires that had been filled in by the students were carefully checked. Second, each statement in the questionnaire was scrutinized, and responses that were not completed by students were removed from the research data. Third, a score was given for each statement that had been responded to. Fourth, the total score for all statements was calculated. Fifth, the scores were sorted from largest to smallest. Sixth, students' learning motivation was sorted into two groups, the top 27%, and the bottom 27%, based on their scores (Kurniawati, 2018; Liu et al., 2023; Valianto et al., 2023). Data analysis related to anecdote text writing skills involves several steps. First, the anecdote text's writing skill was evaluated based on predetermined indicators. Second, the values were converted into numeric form based on the measurement of learning outcomes (PAP) applying the percentage formula commonly used to calculate the scores achieved (Abdurahman & Ratna, 2003). Third, the values were categorized on a scale of 10 to interpret the proficiency of writing anecdote texts. The assessment cycle included a general assessment of the tenth-grade students of SMA Negeri 4 Sungai Penuh City skills to write anecdote texts using the average value (M). The data were then presented through diagrams to visualize the skills of writing anecdote texts. Statistical hypothesis testing was carried out by combining normality test and homogeneity test. The normality test was conducted through the *Liliefors* test, while homogeneity was tested through the F test. The theory testing was completed by applying a two-way analysis of variance.

Results and Discussion

The research results are discussed based on the data of (1) anecdote text writing skills of experimental and control classes, (2) anecdote text writing skills of highly motivated students of experimental and control classes, and (3) anecdote text writing skills of low learning motivation students of experimental and control classes.

Data on anecdote text writing skills of experimental and control classes

Data on the skills of writing anecdote texts of experimental class students were taught using learning with the *Copy the Master* technique was obtained through performance tests. The highest score of the test results of the skills of writing anecdote texts of students taught using learning with the *Copy the Master* technique was 90.62 with a frequency of 3 people, while the lowest score was 65.62 with a frequency of 1 person. The results of the performance test are in the following table. Data on the skills of writing anecdote texts of experimental class students taught using learning with the *Copy the Master* technique were obtained through performance tests. The highest score of the test results of the skills of writing anecdote texts of students taught using learning with the *Copy the Master* technique was 90.62 with a frequency of 3 people, while the lowest score was 65.62 with a frequency of 1 person. The results of the performance test are in the following table.

Table 1. *Anecdote text writing skills of experimental class students using learning with Copy the Master technique*

No	X	F	FX	Percentage
1	65,64	1	65,62	2,78
2	67,18	1	67,18	2,78
3	70,31	4	281,24	11,11
4	71,87	3	215,61	8,33
5	75	5	375	13,89
6	76,56	6	459,36	16,67
7	79,68	6	478,08	16,67
8	81,25	3	243,75	8,33
9	84,37	4	337,48	11,11
10	90,62	3	271,86	8,33
Total		36	2795,18	100
Average				77,64
S				6,2

Based on Table 1, the skills of writing anecdote texts of the tenth-grade students of SMA Negeri 4 Sungai Penuh City taught using learning with the *Copy the Master* technique can be grouped into ten groups with an average of 77.64 and a standard deviation of 6.2. Data on anecdote text writing skills of control class students taught using conventional models obtained the highest score of 76.56 with a frequency of 4 people, while the lowest score was 54.68 with a frequency of 1 person. The test results of anecdote text writing skills of control class students are in Table 2 below.

Table 2. *Anecdote text writing skills of control class students with a conventional learning model*

No	X	F	FX	Percentage
1	54,68	1	54,68	2,78
2	56,25	1	56,25	2,78
3	59,37	2	118,74	5,56
4	60,93	3	182,79	8,33
5	64,06	2	128,18	5,56
6	65,62	8	524,96	22,22
7	67,18	4	268,72	11,11
8	70,31	5	351,55	13,88
9	71,87	2	143,74	5,56
10	75	4	300	11,11
11	76,56	4	306,24	11,11
Total		36	2.435,85	100
		Average		67,66
		S		5,9

Based on Table 2, the anecdote text writing skills of grade X students of SMA Negeri 4 Sungai Penuh City who were taught using the conventional model were grouped into 11 groups with an average of 67.66 and a standard deviation of 5.9.

Data on anecdote text writing skills of highly motivated students in experimental and control classes

Data on the skills of writing anecdote texts of highly motivated students in the experimental class taught using learning with the *Copy the Master* technique obtained the highest score of 90.62 with a frequency of 3 people, and the lowest score obtained by students was 76.56 with a frequency of 1 person. The results of the anecdote text writing skills of highly motivated students of the experimental class are in Table 3 below.

Table 3. *Anecdote text writing skills of highly motivated students in experimental class*

No	X	F	FX	Percentage
1	76,56	1	76,56	10
2	79,68	1	79,68	10
3	81,25	3	243,75	30
4	84,37	2	168,74	20
5	90,62	3	271,86	30
Total		10	840,59	100
		Average		84,06
		S		5,038

Based on Table 3, the anecdote text writing skills of students with high learning motivation in class data on anecdote text writing skills of students with motivation to learn in the control class who were taught using the conventional model obtained the highest score of 76.56 with a frequency of 2 people, while the lowest score was 67.18 with a frequency of 3 people. The results of the anecdote text writing skills of students with high learning motivation in the control class are in Table 4.

Table 4. *Anecdote text writing skills of students with high learning motivation in control class*

No	X	F	FX	Percentage
1	67,18	3	201,54	30
2	70,31	3	210,93	30
3	71,87	1	71,87	10
4	75	1	75	10
5	76,56	2	153,12	20
Total		10	712,5	100
	Average			71,25
	S			3,700

Based on Table 4, the anecdote text writing skills of students with high learning motivation in the tenth-grade students of SMA Negeri 4 Sungai Penuh City taught using conventional models can be grouped into five groups with an average of 71.25 and a standard deviation of 3,700.

Data on anecdote text writing skills of students with low learning motivation in experimental and control classes

Data on anecdote text writing skills of students with low learning motivation in the experimental class who were taught using learning using the *Copy the Master* technique obtained the highest score of 79.68 with a frequency of 1 person. The results of the anecdote text writing skills of students with low learning motivation in the experimental class are in the following table.

Table 5. *Anecdote text writing skills for students with low learning motivation in the experimental class*

No	X	F	FX	Percentage
1	67,18	1	67,18	10
2	70,31	2	140,62	20
3	71,87	3	215,61	30
4	75	1	75	10
5	76,56	2	153,12	20
6	79,68	1	79,68	10
Total		10	731,21	100
	Average			73,12
	S			3,742

Based on Table 5, the anecdote text writing skills of students with low learning motivation in class data on anecdote text writing skills of students with low learning motivation in the control class who were taught using the conventional model obtained the highest score of 65.62 with a frequency of 2 people, while the lowest score was 54.68 with a frequency of 1 person. The results of the anecdote text writing skills of students with low learning motivation in the control class are in Table 6 below.

Table 6. *Anecdote text writing skills of students with low learning motivation in control class*

No	X	F	FX	Percentage
1	54,68	1	54,68	10
2	56,25	1	56,25	10
3	59,37	2	118,74	20
4	60,93	2	121,86	20
5	64,06	2	128,12	20
6	65,62	2	131,24	20
Total		10	610,9	100
	Average			61,09
	S			3,788

Based on Table 6, the anecdote text writing skills of students with low learning motivation in the tenth-grade of SMA Negeri 4 Sungai Penuh City taught using conventional models can be grouped into six groups with an average of 61.09 and standard deviations of 3,788.

Test requirements analysis

Before testing the hypothesis, the analysis requirements are first tested, which consists of testing the normality and homogeneity of the data. The data normality test is to find out whether the data is normally distributed or not. Hypothesis testing is carried out using the Lilliefors test formula. The normality test results data are in Table 7.

Table 7. *Normality test results for experimental and control classes*

	Class	Kolmogorov-Smirnov ²			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig
Writing skills test results on anecdote text	Experimental class	.125	36	.173	.961	36	.225
	Control class	.116	36	.200	.950	36	.106
The value of writing in anecdote texts for students with high learning motivation	Experimental class	.211	10	.200	.881	10	.132
	Control class	.200	10	.200	.867	10	.092
Writing scores on anecdote texts for students with low	Experimental class	.231	10	.139	.952	10	.691
	Control class	.184	10	.200	.927	10	.415

Based on the results of the data normality test at alpha (α) = 0.05, the data on anecdote text writing skills in the experimental and control classes for students with high motivation and low motivation had a normal distribution, proven by a sig value > 0.05, meaning that H0 was accepted. Apart from the normality test, a homogeneity test was also carried out. The data homogeneity test is to find out whether the data has a homogeneous variance or not. The homogeneity test results are in Table 8.

Table 8. *Homogeneity test results for experimental and control classes*

Levene Statistic		df1	df2	Sig.	Results
Anecdote text writing skills for experimental and control classes	.022	1	70	.882	Homogeneous
The value of writing anecdote texts. Students in the experimental and control classes have high learning motivation	1.046	1	18	.320	Homogeneous
The value of writing anecdote texts for students in the experimental and control classes with low learning motivation	.005	1	18	.945	Homogeneous

Based on the blood homogeneity test results at alpha (α) = 0.05, data on anecdote writing skills in the experimental and control classes for high-motivated and low-motivated students was homogeneous because the sig value was > 0.05.

Hypothesis testing

Hypothesis testing is carried out after knowing the results of the writing skills test. This hypothesis testing is useful to see whether yes or not there is an effect of implementing learning using the *Copy the Master* technique. Hypotheses 1, 2, and 3 use the t-test formula, while hypothesis 4 uses two-way or two-way variance (ANOVA). Hypothesis 1 using the t-test obtained t-count = 6.0900 at the significance level (α = 0.05) and dk = n1 + n2 obtained t-table = 1.67. Since t-count > t-table, H0 is rejected, and H1 is accepted. Hypothesis 2 obtained t-count = 4.4196 at the significance level (α = 0.05) and dk = n1 + n2 obtained t-table = 1.73. Because t-count > t-table, H0 is rejected, and H1 is accepted. Hypothesis 3 obtained t-count = 3.7651 at the significance level (α = 0.05) and dk = n1 + n2 obtained t-table = 1.73. Since t-count > t-table, H0 is rejected, and H1 is accepted.

Based on data analysis of anecdote text writing skills for class high and students who have low learning motivation. The results of testing the first hypothesis show that there is an influence on the anecdote text writing skills of students who are taught using the *Copy the Master* technique and the anecdote text writing skills of students who are taught using the conventional model. It means that the anecdote text writing skills of students taught using learning using the *Copy the Master* technique are higher than the anecdote text writing skills of students taught using the conventional model. Therefore, H0 is rejected and H1 is accepted. Thus, it can be concluded that students become more skilled in writing anecdote texts using the *Copy the Master* technique because this technique can help students practice their text writing skills and stimulate students to get ideas for writing texts.

The results of the second test show that there is an influence on anecdote text writing skills for students with high learning motivation who are taught using *Copy the Master* techniques and anecdote text writing skills for students with high learning motivation who are taught using the conventional model. It means the anecdote text writing skill for students with high learning motivation who are taught using the *Copy the Master* technique is higher than the anecdote text writing skill for students with high learning motivation who are taught using the conventional model. Therefore, H0 is rejected and H1 is accepted. Thus, it can be concluded that students with high learning motivation who are taught using the *Copy the Master* technique can maintain their learning motivation, so they get better writing skills compared to students with high learning motivation who are taught using the conventional model can maintain their learning motivation.

The results of testing the third hypothesis show that there is an influence on anecdote text writing skills for students with low learning motivation who are taught using *Copy the Master* techniques and anecdote text writing skills for students with low learning motivation who are taught using the conventional model. It means the anecdote text writing skill for students with low learning motivation who are taught using the copy the master technique is higher than the anecdote text writing skill for students with low learning motivation who are taught using the conventional model. Therefore, H0 is rejected and H1 is accepted. Thus, it can be concluded that anecdote text writing skills for students with low learning motivation who are taught using the copy the master technique are better than for students with low learning motivation who are taught using the conventional model.

Conclusion

Based on the research results and discussion, the conclusions are, first, the anecdote text writing skills of students taught using the copy the master technique are higher than the conventional model. Second, anecdote text writing skills for students with high learning motivation who are taught using learning using the copy the master technique are higher than anecdote text writing skills for students with high learning motivation who are taught using the conventional model. Third, anecdote text writing skills for students with low learning motivation who are taught using the copy the master technique are higher than anecdotal text writing skills for students with low learning motivation who are taught using the conventional model.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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