



Implementation of Learning To Write Fantasy Story Texts Using The Invention Model In Junior High School

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Abstract

Background. Academic writing depends not only on individual skills, but also on habits and strategies that support productivity. In conducting research, establish a structured work pattern, utilize time effectively, and create an environment that fosters consistency in writing.

Aims. To explore the experience of language teachers: how the discovery model is used in practice and its impact on the interaction between teacher and student.

Methods. The research method used in this study is qualitative descriptive. Data source of Indonesian teachers in junior high school, totaling two people who have used the invention model in learning to write fantasy texts. Participants were selected based on the criteria of active involvement in using the discovery model, as well as relevant teaching experience.

Result. Teachers hope for the development of a more flexible, intuitive, and accessible learning model. The support needed includes ongoing training, the provision of digital devices in schools, and a curriculum that is adaptive to the use of discovery models. Collaboration between the government and schools is needed to realize more effective and equitable learning.

Conclusion. The use of educational technology in language learning, particularly in writing fantasy texts in junior high school, has a significant positive impact on both the learning process and the experience of students and teachers.

Implementation. The discovery model in education can encourage students to improve their critical thinking skills, creativity, and engagement in the learning process.

Keywords: model, education, critical. Thinking. skill



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INTRODUCTION

Learning to write is not only an individual process, but it is also influenced by various approach factors that emphasize the role of the environment, technology, and social interaction in shaping students' writing experiences. Students receive support in writing in a more

collaborative and reflective manner that helps them overcome academic challenges, enhance critical thinking skills, and develop a deeper understanding of writing practice (Jusslin & Widlund, 2024). Academic writing depends not only on individual skills, but also on habits and strategies that support productivity. In writing research, adopt a structured work pattern, utilize time effectively, and create an environment that fosters consistency in writing (Baker et al., 2024). Through a process of mutual editing, students receive constructive feedback, increase awareness of their mistakes, and develop critical thinking and reflection skills in writing. Not only does it improve the technical aspects of writing, such as grammar and sentence structure, but it also helps students organize their ideas and enhance the cohesion and coherence of their writing (Sahle et al., 2023). Writing is not only a technical skill, but also a vital tool for developing students' internal and external communication skills. The writing process enables students to express their thoughts and feelings, while also enhancing their critical and reflective thinking skills. Writing plays a crucial role in developing external communication skills, enabling students to share ideas, interact with others, and understand diverse perspectives (Ifrah, 2024). Writing helps students improve the structure of their writing, use technical terms properly, and maintain cohesion and coherence in their reports. Additionally, the combination of language teaching and technical materials enables students to develop writing skills that are more authentic and suitable for academic and professional contexts (Chekol et al., 2023).

Writing is significantly influenced by the context or situation in which it takes place. Factors such as communication goals, audience, environment, and social and cultural limitations all play a significant role in shaping the way a person writes. Writing can help writers adjust their writing style, structure, and content to be more effective and fit their needs (Birkin & Manghani, 2023). Emphasizing that reflective writing is a crucial tool in active learning, particularly in social work education. Through written reflection, students can analyze their experiences, connect theory with practice, and develop a deeper understanding of social issues and professionalism (Christensen & Wårnsby, 2023). In the context of learning to write, challenges such as a lack of direct interaction, limitations in in-depth feedback, and difficulties in building student engagement can hinder the optimal development of writing skills (Naimi-Akbar et al., 2023). Learning to write, the application of strategic formative feedback can be a powerful method to accelerate the development of students' academic writing skills (Olsen & Hunnes, 2024). Learning to write in the context of teacher education that prioritizes an interdisciplinary approach. In both educational programs studied, writing was used as a tool to

facilitate the understanding of concepts from various disciplines and relate them to teaching practice (Arneback & Blåsjö, 2017).

Learning to write can be enhanced through observational learning, where students observe writing examples and the writing processes carried out by others. In this study, students showed improved writing skills after engaging in observing and analyzing writing and writing techniques from peers or teachers (Grenner et al., 2020). Students' writing skills in foreign language learning (EFL) are enhanced through collaborative interaction, sharing of writing, and feedback from peers and teachers, all of which contribute to improving the quality of their writing. (Ma'azi & Janfeshan, 2018). Utilizing stenography techniques, students can compose writing more easily, organize information more effectively, and increase productivity in writing academic assignments. In addition, the use of this technique also allows students to reduce obstacles in writing, such as difficulties in composing sentences or maintaining a clear flow of thought. (Tabe & Materechera, 2024).

The peer feedback process and essay writing were similar, but the results showed that despite differences in how male and female students interacted and gave feedback, positive effects on content writing and learning abilities were still detected for both gender groups (Noroozi et al., 2020). Writing influences the teaching strategies used. However, hands-on experience and reflection on teaching writing enable teachers to develop and adapt their approach, refine their teaching techniques, and gain a deeper understanding of students' needs within the context of second language learning. (Li, 2024). Formative assessments enable teachers to provide constructive and in-depth feedback throughout the writing process, rather than just at the end of the assignment. This helps students to understand their mistakes, improve their writing, and improve their writing skills on an ongoing basis. The article also highlights the importance of a fit between teachers' beliefs about assessment and the practices they implement, where approaches that support reflection, continuous learning, and two-way communication can improve the effectiveness of writing learning. (Liu, 2024).

Through writing experiences, students learn to adapt their writing style and structure to suit academic demands. This learning helps them transition from a more personal and expressive writing style to a more objective and structured approach, adhering to academic rules. The article also emphasizes the importance of reflection in the learning process, where students can identify gaps in their writing skills and work to correct them. (Roald et al., 2021).

LITERATURE REVIEW

Fantasy Story

The use of short stories, such as those popularized by Tom Short, can play a significant role in education, including the learning of statistics. Although the main focus of this article is the impact of short stories in teaching statistics, the approach can be applied in the context of learning fantasy stories. Through fantasy stories, students can more easily engage with complex concepts, as fantasy stories often incorporate imaginative elements that make learning more engaging and easy to understand. Using fantasy stories, teachers can illustrate abstract ideas or difficult theories in a more relatable and creative way (Ashley et al., 2019). Elements of fantasy and expectation play an important role in shaping the understanding and migration experience of unaccompanied migrant children. Although this article does not directly address learning to write fantasy stories, they are relevant in the context of fantasy story development, especially when combining fantasy with complex reality. In the context of learning fantasy stories, it reveals how expectations and fantasies can influence decisions and life journeys, such as those experienced by migrant children who have an idealized picture of life in the destination country, but then face a much more challenging reality. (Nyamnjuh, 2024). Fantasy story learning can integrate these elements by depicting a world driven by expectations or idealistic visions as opposed to more complex or unpredictable realities. In this context, fantasy stories can be used to explore the ideologies and fantasies of the future, illustrating how seemingly hopeful narratives and policies can confront real-world challenges. (Tervasmäki, 2023).

Story learning, including fantasy stories, is essential in facilitating students' creativity and engagement. Teachers use pedagogical approaches to guide students in creating digital stories, which often contain fantasy elements, to develop language, imagination, and problem-solving skills. In the context of fantasy stories, the use of digital media provides students with a space to combine fantastical elements with their own creative expression. Learning to write fantasy stories for students can be enriched by engaging them in the collaborative process of creating stories, encouraging them to explore imaginative ideas, and combining these ideas with digital tools to bring their stories to life in an engaging format (Undheim & Jernes, 2020). It demonstrates that fantasy games play a significant role in student learning, particularly in shaping the formation of space and identity through imagination. This article describes how students use the space in a mobile preschool to create and interpret their own world through fantasy games. Fantasy learning enables students to transform physical spaces into imaginative ones that are rich in potential for exploration and learning (Berkhuizen, 2020). Fantasy plays

an important role in shaping alternative narratives and visions for a more sustainable future. In the context of learning about fantasy stories, this article highlights how seemingly utopian or imaginative ideas and values can serve as the basis for understanding and designing solutions to environmental and social challenges. Fantasy story learning, in this case, can be used to explore more equitable and sustainable alternatives to life by encouraging students to imagine the world.

Demonstrating that imagination and fantasy play a profound role in ethical living, fantasy serves as a means to explore existential dilemmas and the search for meaning in life. Murdoch views imagination as a means to transcend egocentrism and develop a deeper sense of empathy and moral understanding. In the learning of fantasy stories, these two views can be applied to invite students to explore how fantasy can be used to formulate ethical dilemmas, understand themselves in social relationships, and imagine a more just or meaningful world (Company, 2021). Shows how fantasy stories, in the context of writing and translating short stories from Aotearoa, New Zealand, play an important role in connecting national cultural identities with global audiences. This article explores how fantasy elements in short stories can convey unique local values, history, and cultural experiences, while also fostering global resonance and understanding through translation and adaptation. In learning fantasy stories. Learning to write fantasy stories, especially in writing contexts that involve cross-cultural translation, provides students with the opportunity to explore richly cultural fantasy worlds while developing writing and communication skills that can bridge national and global boundaries. (Wilson, 2020). Fantasy stories in the Vietnamese tradition, inspired by religion and folklore, depict a profound archetypal journey that connects myths, cultural values, and human experiences in meaningful ways. Fantasy story learning, in this context, can be used to introduce students to narratives rich in symbolism and cultural meaning, which connect imaginative elements with local traditions and values. Fantasy stories, built on the foundations of folktales and mythology, provide students with the opportunity to explore symbolic and archetypal journeys, as well as understand how they shape their views on life and cultural identity (Ngan, 2020).

The discovery-based model of discovery in environmental education is highly effective in facilitating deep and contextual learning. Through this approach, students are invited to explore and develop their understanding of environmental issues through a process of questioning, experimentation, and reflection. the importance of students' active involvement in the learning process, where they not only receive information, but also engage in the search for

solutions and discoveries through direct observation and experimentation. This inquiry-based learning experience encourages students to think critically, develop problem-solving skills, and strengthen their understanding of the world around them (Steele et al., 2016). The discovery model, in the context of education for entrepreneur-artists, is highly effective in helping individuals identify and validate their place in the world of art entrepreneurship. This approach employs active learning, where learners engage in self-reflection and exploration of their identities as both artists and entrepreneurs. The Discovery Model enables participants not only to learn entrepreneurial theories but also to engage in the process of discovering and confirming their personal values, goals, and visions that are relevant to their art practice (Bass, 2017). Invention-based learning model, which involves *Learning by doing*, is highly effective in creating a curriculum based on hands-on experience and collaboration. In this approach, students not only acquire knowledge through lectures or theoretical learning, but also through direct involvement in practical activities that allow them to "discover" concepts and solutions on their own. Integrating real-world experiences and shared knowledge creation in the curriculum, students can develop critical thinking, collaboration, and problem-solving skills more effectively. Discovery-based learning also encourages self-reflection, which helps students understand their learning process and build a deeper understanding of the material being studied (Sousa et al., 2023).

METHOD

The research method used in this study is qualitative descriptive. Data source of Indonesian teachers in junior high school, totaling two people who have used the invention model in learning to write fantasy texts. Participants were selected based on their active involvement in using the discovery model, as well as relevant teaching experience. The data collected were in the form of reflections on the experience of Indonesian teachers teaching using the discovery model. This research instrument is used in the form of a list of questions to explore the experience of language teachers, specifically how the discovery model is applied in practice and its impact on the interaction between teacher and student. Data analysis is carried out in the following steps: 1) transcription of interview results; 2) identify and group data based on the main themes that arise related to the teacher's experience using *the discovery learning model*; 3) analyze the data based on the problems of the benefits of using *the discovery learning model*, the challenges faced, changes in learning interactions, and the impact on

students' learning resource discovery skills; 4) interpret the results of data analysis; 5) Conclude.

RESULTS AND DISCUSSION

Result

Based on the results of interviews conducted with two Indonesian teachers at junior high schools in Cirebon district, Indonesia can be grouped as follows.

Table 1. Experience Using the Discovery Model

Yes	Use of Learning Models	Effectiveness	Case Examples
1	Discovery Learning Model	It is quite effective and efficient because it can attract students to be more focused and enthusiastic in writing fantasy story texts.	When a teacher teaches a fantasy text using a conventional concept, students are less enthusiastic and get bored quickly, but when using the invention model in the form of videos or images, and the like, students become more focused and are less bored in learning fantasy texts.
			When the teacher teaches using the concept of students reading fantasy texts and reviewing books, students appear less enthusiastic and become bored quickly. However, when presented using the model of discovery, students become more focused.
		Effective in improving interaction, collaboration, communication, and cooperation skills.	In classroom learning, students often become bored with monotonous instruction, which prevents them from thinking creatively and critically. But when using the discovery model, students are very enthusiastic in learning.
		Make it easier for teachers to monitor student assignments,	In online learning and the classroom, as usual, students sometimes struggle to collect assignments on time, leading to a lack of discipline in completing assignments.
		Making it easier for teachers to learn and making students active in learning.	Often students feel bored if they only read books and become less focused and not concentrate on learning.
		Enhance student engagement by making them feel more challenged through interactive quizzes. Teachers present more interesting material and help students understand the concept of learning.	Before the invention of the model, the main challenges in learning in schools were low interest in student involvement, a lack of teaching variety, and students not focusing on learning.

The use of discovery models in education has a significant impact on both teachers and students. Based on the results of interviews regarding the implementation of the discovery learning model for teachers and students, the challenges faced, and their implications for the quality of education, the findings are as follows.

Impact of Learning Implementation Using the Discovery Model on Teachers:

1. Improved Fantasy Story Text Writing Skills.

Most teachers believe that the invention model can enhance their skills in writing fantasy story texts, searching for credible information, and increasing access to relevant information. Teachers like Anis Mhmuda and Laura stated that the invention model introduces students to skills in writing fantasy story texts, which are very important for both learning and communication. In this case, the discovery model not only makes it easier for teachers to access up-to-date learning materials but also provides opportunities for them to be more creative in delivering materials visually and attractively. Anis Mhmudah emphasized that the invention model enables teachers to deliver material more creatively and efficiently, which can enhance the quality of learning. The use of the invention model also encourages teachers to be more productive in creating innovations in teaching media. Laura highlighted that the discovery model allows teachers to create more interactive teaching media, such as videos and images, that can make learning more engaging and motivate students to engage more actively.

2. Collaboration Between Teachers

The discovery model also serves as a means to strengthen collaboration between teachers. Anis Mahmudah revealed that the discovery model enables teachers to exchange ideas, share learning materials, and collaborate to create more effective learning experiences. This not only improves teaching skills but also creates a more collaborative learning community among teachers.

The Impact of the Discovery Model on Students

1. Improvement of Critical and Creative Thinking Skills

One of the most significant impacts on students is the improvement of their critical and creative thinking skills. Several teachers, including Anis Mahmudah and Laura, emphasize that the discovery model enables students to locate relevant information more quickly and broaden their horizons. Students are encouraged to think more critically in analyzing and processing the information they obtain. It provides long-term benefits in shaping the 21st-century skills needed to succeed in the workforce.

2. Increased Engagement and Enthusiasm

The use of technology in the classroom also encourages increased student involvement in the learning process. Anis Mhmudah explained that the invention model plays a crucial role in motivating students to become more enthusiastic and active in writing fantasy story texts in class, especially when the material is presented in a more visual and interactive manner, such as through videos. This addresses the classic problem in conventional learning, where students often feel bored with monotonous learning methods. The Discovery Model provides a more engaging and immersive experience for students, increasing their interest in learning.

The respondents explained that there was an increase in students' understanding of the concept of learning implementation, using the discovery model to help students grasp grammar and vocabulary in a more engaging way. Approximately 80% of teachers report that the discovery model helps facilitate a more profound understanding in students.

The discovery model offers easier access to a wide range of learning resources, including e-books, articles, and other digital materials. The teacher explained that the discovery model makes it easier for them to provide more diverse and relevant learning materials. Although the positive impact of the invention model on writing fantasy texts is quite evident, around 62% of teachers reported facing challenges in implementing the invention model, including limited infrastructure, a lack of technical training, and disparities in access to learning technology among students.

The teacher explained that the use of the invention model has changed their teaching approach. About 70% of teachers feel more motivated to keep learning and improve their skills in using the right model. However, some teachers also revealed that adapting to the new learning model requires a significant amount of time and effort.

Challenges Faced by Teachers

1. Lack of Ongoing Training for Teachers

Although the learning model offers numerous advantages, many teachers still feel underprepared to utilize it to its fullest potential. Anis Mahmudah and Laura highlighted that many teachers have not received continuous training in the use of learning models. Most teachers have to find information and solutions to the learning model independently, which requires more time and effort. Without adequate training, the use of discovery models in learning can be ineffective and burdensome for teachers.

2. User readiness of the learning model

Another challenge is the readiness of teachers and students to use the learning model wisely. Anis Mahmudah and Laura stated that although the invention model offers numerous opportunities, many teachers and students lack the necessary skills to utilize the learning model effectively.

Facing these challenges, teachers shared their views on the role of learning models, particularly discovery models, in future learning. They provide feedback on the necessary support and practical suggestions for optimizing the use of discovery models in the classroom. The following discussion will review the views of each teacher regarding the expected changes, the support needed, and the suggestions they provide to advance the learning model in the future.

The changes expected by teachers are as follows.

1. *Development of more effective learning models*

Many teachers, such as Anis Mahmudah, hope that future learning models will be more varied, more engaging, and easier to use. They recognize that the learning model must continue to evolve in order to capture students' attention and enhance learning effectiveness. A more intuitive model of discovery in learning will help teachers manage learning more efficiently, without having to face technical difficulties that can hinder the teaching process.

2. *Flexibility and Sophistication in Learning Models*

Anis Mahmudah wants learning based on an increasingly flexible learning model. With this flexibility, the teaching and learning process can be carried out in various ways tailored to the needs of students and the learning context.

3. *Availability of Adequate Learning Models for Schools*

Anis Mahmudah hopes that the learning model used in education will be more adequate, especially in terms of equipment and devices available in schools. They emphasized that with more sophisticated and ready-to-use devices, learning using learning models will be more optimal.

DISCUSSION

Based on these data and analysis, it can be said that the use of the discovery model in education has a significant positive impact on students and teachers. The discovery model successfully increased student involvement in language learning, especially the ability to write fantasy texts. The use of discovery models and digital learning resources by teachers opens up

wider access to learning materials, allowing students to gain experience in finding learning resources independently.

The discovery model helps teachers deliver material in a more visual and creative way, which helps students better understand the concept of finding learning outcomes. The discovery model allows teachers to access and present varied and up-to-date learning resources, enriching students' learning experiences. The discovery model also allows teachers to track their students' progress in learning, especially through the models used by teachers in self-discovery student-focused learning.

Although most Indonesian teachers have taken advantage of the discovery model in learning, they still have challenges. The findings in this study show that learning to write fantasy story texts using the invention model has been proven to be able to improve students' writing skills, especially in terms of critical thinking, creativity, and organizing ideas. Students are more active, enthusiastic, and challenged in the learning process because this approach allows them to discover the material and meaning in the text on their own. Teachers experience an increase in teaching creativity, the use of teaching media, and collaboration with fellow teachers. The invention model provides space for teachers to develop more innovative and effective approaches in delivering teaching materials. Despite the significant benefits, the application of the discovery model still faces challenges such as limited infrastructure, lack of technical training, and the readiness of teachers and students to use technology. Teachers often have to learn independently to implement this model to the fullest. Teachers hope that there will be the development of a more flexible, intuitive, and accessible learning model. The support needed includes ongoing training, the provision of digital devices in schools, as well as a curriculum that is adaptive to the use of discovery models. Collaboration between the government and schools is needed to realize more effective and equitable learning.

CONCLUSION

Based on the data, analysis, and discussion of the interview results with junior high school teachers in Cirebon, Indonesia, using the discovery model, the following conclusions can be drawn.

- 1) The use of educational technology in language learning, especially writing fantasy texts in junior high school, has a significant positive impact on the learning process, both for students and teachers. The use of the invention model has increased student involvement in learning to write fantasy texts through an interactive approach and providing more varied

material. The use of discovery models in education provides opportunities for teachers to enhance skills, creativity, and collaboration, while also expanding access to learning. On the other hand, the discovery model in education can encourage students to improve their critical thinking skills, creativity, and higher engagement in the learning process.

- 2) Teachers have a progressive view of the development of learning models in education in the future. They want to use learning models that are more varied, sophisticated, flexible, and accessible, supporting more interactive and effective learning. The support needed includes more modern devices, stable internet connections, and ongoing training for teachers. In addition, the suggestions given focus on the selection of a wise learning model, the preparation of a strategic plan by the school, and the adjustment of the curriculum with the skills of using the relevant learning model. To achieve this goal, collaboration between the government and schools is needed to ensure that learning models in education can be optimally integrated and have a positive impact on improving the quality of learning.

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