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CÓDIGO QR



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-
-
-
-
-
-
-
-
-
-

- 356
-
-
- 39
-
-

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Novelti¹, Syahrul R²

BELONGING TO

¹Universitas Muhammadiyah Sumatera Barat, Indonesia.

²Universitas Negeri Padang, Indonesia.

SENT TO OUR EDITORIAL COMMITTEE AN ARTICLE NAMED

TEXT LEARNING MODEL DESCRIPTION USING LITERATURE TEXT

WHICH, AFTER HAVING BEEN SUBJECT TO EVALUATION BY THE ARBITRAL COMMITTEE, WAS ACCEPTED FOR PUBLICATION IN THE OPCION JOURNAL CORRESPONDING TO 2019.

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[Inicio](#) / [Archivos](#) / [Vol. 35 \(2019\): Edición Especial Nro. 21](#) / [Artículos](#)

Text learning model description using literature text

Novelti, Syahrul R

Universitas Muhammadiyah Sumatera Barat, West Sumatera, Indonesia Universitas Negeri Padang, West Sumatera, Indonesia

Palabras clave: Learning, model, text, description, literary.

Resumen

This study aimed at producing a description text learning model using literary text. The instruments used were interviews, observations, questionnaires, questionnaires, and tests. As a result, the quality of learning devices from three aspects, namely: validity, practicality, and effectiveness. The validity of the learning device is based on the results of the students' descriptive text exam. In conclusion, the teacher needs to design a learning model so that students follow learning without feeling forced and pleasant and learning tools consist of lesson plans, short story texts, and learning test results.

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Sección

Artículos

0

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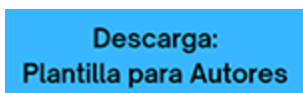
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Vol. 35 (2019): Edición Especial Nro. 21

**Publicado:** 2019-08-13

Artículos

[Determine the Risk Level of Occupational Hazards among Laboratories Staffs in Makkah among Laboratories Staffs in Makkah](#)

Nayef Shabbab Almutair, Shamsul Bahri Bin Md Tamrin, Ng Yee Guan, Vivien How,

11-19

[PDF](#)

Proposing the value of Amanah as the foundation of Zakah organizational culture

Rahmad Hakim, Tjiptohadi Sawarjuwono, Ahmad Djalaluddin

20-36



PDF

Application Strategy Islamic Jariyah management based on Al-Syariah Maqoshid in BMTS

Siti Nur Indah Rofiqoh, Syamsir Alamsyah, Maziyah Mazza Basyah

37-52



PDF

The potential of Indonesia waqf-venture in increasing welfare through islamic-socialpreneurship

Sulistyowati ., Muslich Anshori

53-68



PDF

Training as a determiner of competitive powner and human resources

Amalia, Anis Elyana, Anis Eliyana

69-84



PDF

Capacity building among members of the Indonesian police during post- reform era

Moh. Nur Hidayat, I.B. Wirawan and I.B Wirawan2

85-101



PDF

The influence of job stress and motivation to work performance

Fransiska Dyah Ayu Puspitasari, Subagyo Adam

102-112



PDF

Organizational justice and psychological employment contract breach: The mediating effect of trust

Shakur Faruk, Zulkiflee bin Daud, Saiful Azizi bin Ismail

113-128



PDF

The effect of tax ratio and good government governance on economic growth

Marselina, Singagerda Faurani Santi

129-144



PDF

The Effect Of Using Pirie And Kieran's Model To Acquire Concepts At The First Year Intermediate Female Students In Mathematics

Faeza Abd Al-Qadir Al chalabi, Rafah Riyadh Khazaal Al-saadi

175-193



PDF

Do socioeconomic factor affect on the quality of life of Malaysian fishermen?

Norizan Abdul Ghani, Fadzli Adam, Jumadil Saputra, Berhanundin Abdullah Dara Aisyah H.M. Ali Puteh

145-160



PDF

SMEs performance and interaction of knowledge management, human capital and finance access

Khansa Masood, Mohd Noor B Mohd Shariff, Halim Bin Mad Lazim

161-174



PDF

Administrative empower in private secondary schools of Al-Qadisiyah governorate

Wedad. M. Mhemed

175-188



PDF

Measuring the synergy between emotional exhaustion and the behavior political of managers

FadhelRadi Al – Ghazali, Ali Abd Al Razaq Alaboody, Baqer Ali Balchat

189-204



PDF

Local wisdom and Stakeholder engagement for corporate social responsibility (CSR) initiatives in Indonesia

Yeni Rosilawati, Jamilah Ahmad

205-220



PDF

The supply card system: Analytical study of some economic and social dimensions

Abduljabbar Hani A. Jabbar, Yousra Mahdi Hasan

221-238



A study of sustainable management of solid waste in Perhentian island, Malaysia

Siti Aisyah Saat, Jumadil Saputra

239-253



A study of hadhramis communication strategy among local political economy in Aceh

Zulham Ibrahim, Teuku Alfiady, Ristati M. Yahya, Sutriani Sumedi, Khairina Abdurrahman, Harjoni Desky, Jumadil Saputra

254-271



Mapping of international trade liberalization and trade balance position in developing country

Iskandar Ali Alam, Singagerda, Faurani Santi, Hairani, Tuti

272-287



A Proposed Training Program According To The Skills Of Knowledge Economy And Its Impact On Lateral Thinking Of Students Teachers And Their Trends Towards The Profession Of Teaching Mathematics

Ilham Jabbar Faris, Hassan Kamil Risen Al-Kinani, Basim Mahammad Jasim Al-Dulaimy

273-292



The management performance and the absorption of graduation

Hendrowati Tri Yuni, Khoiriyah Siti

288-305



Transformational Leadership and Teacher's Performance: The mediating role of motivation and commitment

Nor Zanariah Talib, Norhannan Binti Ramli, Zaharah Binti Hussin, Shahrir Bin Jamaluddin, Jumadil Saputra

306-322



PDF

The Effect of (c.a.s.e) Model in Mathematics Education at First Intermediate class Students in Mathematic Subject

Hamdi Hassan Ezat

341-366



PDF

The effect of Adey and Shayer Model on the Acquisition of the Grammatical Concepts by Preparatory School Students and Developing Their Attitudes towards Arabic Grammar Subject

Huda Mohammed Salman, Falah Saleh Hussien

349-363



PDF

Vague Language in Cigarette Advertising Tagline in Indonesia

Jauharoti Alfin

386-398



PDF

Influence of accounting information systems and internal audit on fraudulent financial reporting

Sri Mulyani, Erlynda Kasim, Winwin Yadiati, Haryono Umar

323-338



PDF

Relationship between job design characteristics and citizen behavior

Sahar Anawi Rhiyo, Khawlah Radhi Athab

339-352



PDF

Discipline enforcement through leadership and motivation

Asep Suryana, Ipong Dekawati, Aan Komariah, Eko Sunarso

353-368



PDF

A review of developing countries` needs and conditions of international financial institutions

Zeyad Khalaf Khaleel

369-382



Crossing the interdisciplinary border: A structural linguistics genre analysis

Gurmit Singh Pertap Singh, Mohan Rathakrishnan

383-400



Volunteerism culture among AL-Muthanna University Students: An Anthropological Study

Adnan Mutter Nassir

401-413



Illegal wildlife trade: Indonesian turtle egg traders in Kalimantan-Sarawak border

Parveen Kaur, Nurul Nadzatul Farah Binti Mohd Khairi, Khalil Ur Rehman, Arif Jawaidd

414-428



Features of self-realization of the subject in a military-professional activity

Osodlo V., Perepeliuk T., Osadcha L., Hrynova N.

429-445



Development Of Affective Self – Awareness On Stage Of Later Childhood

Fouad Ali Farhan, Ali Essa Adham

411-444



Effect size odds ratio on management control system and organizational performance

Aida Nahar, Anis Chariri, Tri Jatmiko Wahyu Prabowo

446-463



The role of women in regional leadership as political communicators

Sa'diyah El Adawiyah, Aida Vitayala S Hubeis, Titi Sumarti, Djoko Susanto

464-481



The effect of job design and job description on employees' performance

Abd. Rahman Pakaya, Reflin Ibrahim, Liem Gai Sin

482-496



Purana learning model based on self-understanding to improve spiritual intelligence

I Wayan Suwendra

497-512



The Reality Of Teaching Practices In The Light Of The Theory Of Learning Based On The Brain Teachers And Teachers Of Arabic Language

Huda Mohammed Salman

505-528



Transformation of ritual and folklore traditions in acting art

Boldykov Z., Zhaxylykova M., Khalykov K., Sabirova A.

513-530



The General Path Of Trends In Dust Phenomena And Their Relationship To Climatic Elements In Najaf Station For The Period (1975-2017)

Nahad Khudhair Kadham Alkinani, Ruqaya Sami Mohammed

506-531



American Orientalism: A Historical Background

Abdul Sattar Awad Ibrahim

555-570



The Substantive Representation Of Women In The Local Parliament Seats Above 30%

Juwita Hayyuning Prastiwi, Tri Hendra Wahyudi, Resya Famelasari
550-573



Impact of the Peace Education Program on the Social Behavior of Pre-School children in the Sultanate of Oman

Mahfouda Rashid Al Mushaqiri, Zahari Bin Ishak, Wail Muin Ismail
551-575



Effort to Stop the Impact of Mining Activities Without Permission in Perspective Fulfilling the Right to the Good and Healthy Environment

Yenny AS, Syariah Arabiyah, Anita Yulastini, Klara Dawi, Henny Damaryanti
586-605



The Political Scene In The Gulf Countries Before The Events Of September 11, 2001

Rafid Ahmed Mohammed Amin
549-571



Role of Relational Capital and Social Capital in Mediating the Effect of Asta-Brata-Based Human Capital in Financial Performance

Gusti Ayu Mahanavami, Wiksuana Wiksuana, I. B. Anom Purbawangsa, Henny Rahyuda
548-566



The Use Of Some Statistical Criteria To Show The Role Of Fiscal Policy In Achieving Economic Development In Iraq

Assma Abdulrtha Dagr, Anwaar Dhiaa Abdulkareem
521-542



The Effect of Dienes Objects Strategy on 5th Grade Primary School Students' Achievement in Arabic Grammar Subject

Huda Mohammed Salman
571-593



PDF

Traditional musical culture of kazakhstan at the turn of the centuries

Sholpan Tatkenova, Aklima Omarova, Ainur Kaztuganova, Sara Kuzembay

531-546



PDF

The evolution of corporate culture in the social and economic transformation

Lyudmila Viktorovna Orlova, Galina Pavlovna Gagarinskaya, Elena Vladimirovna Muller, Natalia Nikolaevna Pronina, Ekaterina Olegovna Nozdrina

547-563



PDF

Help-seeking strategy for developing reading skills of Iraqi EFL students

Bushra Sadoon Mohammed Alnoori

564-581



PDF

Experience in the use of collagen phytoplates in the treatment of gingivitis

Anton Timoshin, Andrey Sevbitov, Elena Ergesheva, Sergey Mironov, Sultan Kozhemov, Inna Pustokhina, Svetlana Danshina

582-598



PDF

The role of literature in a personality's worldview

A. Ismakova, G. Pirali, B. Begmanova, A. Tanzharikova, A. Oisylbay

599-614



PDF

The Efficiency Of High School Principals In Baghdad Governorate In Managing Incentives From The Point Of View Of Teachers

May Faisal Ahmed

610-631



PDF

Sociocultural mechanisms of Oralmans' adaptation in the contemporary Kazakhstani society

Kalysh A., Kassymova D., Isayeva A., Meirmanova G., Baudiyarova k., Sapatayev S.
615-630



The Impact Of Iraqi Local Accounting Standards On Earnings Management

Salim Awad Hadi Al-Zabari, Ali Kadhim Hussein Al-Fatlawi
662-683



Gender Segregation In Education In Multicultural Communities

Okta Hadi Nurcahyono
693-715



Develop organizational learning capabilities within knowledge management processes (Applied research in the General Company of Iraqi Airways)

Abdal Rahman Tahir, Khawam Mahmud
630-650



The transition of continuous pedagogical education system to the development cluster model

Ponomarenko Y.V., Kozybayev Y. S., Bondarenko V. P., Larchenkova L. A.
631-645



Reverse engineering and its impact on reducing production costs and improving quality

Yousif Mashkooor Kadhim, Adnan Askar Alwan, Mohammed Jaber Kadhim
646-659



Synergistic Connection Between Mechanisms Of Administrative Leadership And Strategic Thinking And Their Role In Developing The Creative Capabilities Of Iraqi Private Banks

Eyad Khaled Mehdi, Bilal Kamil Oudah
608-642



Elif Shafak: The Voice of The Other

Mohammed Nihad Nafea Al-Sammarraie
659-568

**Auditor's Ability in Detecting Fraud**

Khomsiyah Khomsiyah, Jetri Wilson, Susi Dwi Mulyani
629-662

**Emotional Balance and Its Relation with Self – Confidence for Special Education Students Department**

Khawla Ahmed Mohammed Saeed Al-Brifkani
630-657

**Balanced scorecard: Of utility or futility in the financial and production sector**

Jasim Idan Barrak, Mushtaq Talib Abdulameer, Azher Subhi Abdulhussein
660-675

**Analysis of Vintage Area and Divestment Strategy as a Determination Level Strategy**

Tien Yustini, Anuar Sanusi
601-622

**Saudi-Turkish Relations During The Reign Of King Salman BinAbdulAziz. MotivationsAndChallenges**

Khalid Mousa Jawad, Faisal Shallal Abbas, Ahmed Abid Esmael
638-698

**Integrate target cost techniques and value chain analysis to achieve competitive advantage**

Abdulrasool Abaulabbas Sahib, Azdehar J. Mohammed AL-kuwair, Abdulmahdi Abdulhusein Idan
676-690



The problem of information security within the Russian political process

Natalya Rinatovna Balynskaya, Tamara Nikolaevna Lukina, Ekaterina Mikhailovna Gugina, Yuliya Leonidovna Kiva-Khamzina, Zoya Sergeevna Akmanova, Valeriya Vladimirovna Vikulina, Vladimir Vladimirovich Dremov
691-702

[PDF](#)

Vocabulary Acquisition through Viber Emoticons Messaging App among Iraqi Students

Anfal Sabeeh Hamood
708-723

[PDF](#)

Social Media-Based Behavior To Promote Tourist Destination

Any Noor, Marceilla Suryana, Sholihati Amalia
748-772

[PDF](#)

Legal and ethical aspects of development of molecular genetic technologies

Lyudmila Voronina, Ekaterina Zaitseva, Andrey Nechkin, Irina Tuzankina
703-718

[PDF](#)

Level of Exclusivity and Inclusivity of Indonesian Students in Malaysia

Tamyiz Mukharrom, Muhammad Roy Purwanto, Mahsun Mahfudz, Supriadi Supriadi
707-723

[PDF](#)

System of exercises for development of students' motor abilities

Aleksandr N. Legotkin, Valery D. Panachev, Leonid A. Zelenin, Nikolay L. Ponomarev, Anatoly A. Opletin
719-733

[PDF](#)

Shift of Political Determination upon Law in Indonesia

Krisnadi Nasution, Syofyan Hadi
729-740

[PDF](#)

Effect Of Realistic Education In Metacognition Skills Of Second Grade Intermediate Male Students In Mathematics

Hashim Mohammed Hamza, Mohammed Abed Warwar

703-730



PDF

Using European Option Contracts in the Taxation of the Indicators of the Stocks. Applied Study for the General Indicator of the Iraq Market for Securities (ISX60)

Noor Sabah Hameed Al-Dahaan, Aqeel Shakir Abid Al-Shara

738-762



PDF

The role of modern women in society and family

Zukhra Ismailova, Dustnazar Khimmataliev Masuda Khashimova, Rustam Fayzullaev, Firuza Sadikova

734-751



PDF

The social function of the press about awareness of peaceful coexistence

Shaima Rashed Abed

729-741



PDF

Cognitive Distortion And Its Relationship To The Stressful Life Events Of Iraqi University Students

Amjad Younus Abed

764-804



PDF

Financial Performance and Market Share in Indonesia Islamic Banking: Stakeholder Theory Perspective

Aminah Aminah, Soewito Soewito, Nuria Erina, Khairudin Khairudin, Tri Damayanti

783-998



PDF

Creative skills acquired by university students through curricula

Hani Jarrah, Salwa Al Majali

752-767



PDF

The Effect Of Wheatly Strategy In Collection And Development Of The Direction Towards The Arab Line For Art Education Student

Atia Wassa Abbood Al dulaimy, Firas Ali Hassan, Mohamed Sobeih Mahmoud

763-776



PDF

From a Business Point of View Study the Importance of Event Management Services of Specific Company

Phong Thanh Nguyen, Quyen Le Hoang Thuy To Nguyen, Vy Dang Bich Huynh, E. Laxmi Lydia, K. Shankar

771-784



PDF

Ecotourism Model in Jakarta

Desy Safitri, Umasih Umasih, Nurzengky Ibrahim, Sujarwo Sujarwo, Arita Marini, Apri Wahyudi

791-812



PDF

Information Awareness When Applying For Postgraduate Studies At The University Of Baghdad And Its Relation To The Ethics Of Their Scientific Research

Israa Naji kadom

730-757



PDF

The Responsibility Of The Partners In Their Own Funds For The Debts And Obligations Of The Limited Liability Company

Emad Kendory, Khalid Obaid Ahmed, Ahmed Saad Jari

785-805



PDF

The role of mathematical and computer simulation in probabilistic thinking style development

Svetlana Nikolayevna Dvoryatkina, Aleksandr Viktorovich Dobrin, Anzhelika Aleksandrovna Dyakina, Sergey Victorovich Shcherbatykh

768-785



PDF

Ladder Of Participation: Capacity Development For The Elderly Through Prolanis

Erna Setijaningrum

797-823



PDF

Training of future general science teachers for productive methodical activity

Yevgeniya Nikolaevna Gerasimova, Natalya Viktorovna Morgacheva, Sergey Victorovich Shcherbatykh.

786-800



PDF

The hybrid nature of the soviet rituals of the 1920's: Church traditions

Lyudmila Viktorovna Tabunshchikova

801-815



PDF

Multidimensional analysis of factors affecting students' employment

Olga Shavandina, Anton Vasilev, Tatjana Philippova, Irina Kiryushina

816-832



PDF

The Capabilities of Strategic Innovation and It's Impact on the Superiority of Organizations

Entisar Azeez, Shehenaz Fadhil Ahmed

846-870



PDF

The Effect of Economic Value Added, Market Value Added, Earnings Per Share and Firm Size on the Return of Islamic Stocks in Manufacturing Companies Listed in ISSI

Dedi Irawan, Muhammad Idris, Fauzi Fauzi

909-936



PDF

The information essence of politics

Natalya Rinatovna Balynskaya, Venera Nikolayevna Antonova, Victoria Willyamovna Ushnitskaya, Pavel Viktorovich Limarev, Yulia Anatolievna Limareva, Liliia Midyhatovna Votchel, Elena Vladimirovna Ereklintseva

833-848



PDF

Preservation Strategy of Malay Folklore in West Kalimantan as a Protection Indonesian Cultural Heritage in the Modernization Era

Sri Kusnita, Sarwiji Suwandi, Muhammad Rohmadi, Nugraheni Eko Wardani

815-831



New Theoretical Framework Corporate Social Responsibility: The Case Of Islamic Development Bank's Sustainable Social Program

Nail Zaki Elden, Mohd Syaiful Rizal Bin Abdul Hamid, Chew Boon Cheong, Sayed Samer Ali Al-Shami, Abdelrafe Elzamly, Mohamed Doheir

852-887



The Life Of Poor Madurese Adolescents Left By Their Mothers To Work As International Migrant Workers

Priyono Tri Febrianto

895-914



The Effect Of The Strategy To Accelerate The Thinking In The Collection Of Second Grade Students And The Development Of Their Sports Culture

Jihan Adil Fadhil, Maysaa Hameed Hassn

827-846



Stakeholders' Perception Regarding the Internal Supervision Unit. A Case Study in Nusa Cendana University

Minarni Anaci Dethan, Maria Tunti, Pius Bumi Kellen

859-881



Social Adaptation, Self-Confidence and their Relation to Student Achievement Motivation of Madrasa Senior High School 1 Bogor Indonesia in Generating Student with Character

M. Dahlan R

841-863



Student sports clubs as a factor in university students' enhancing social adaptation

Viktor K. Pelmenev, Dmitriy O. Zhdanovich

849-864



PDF

The Gothic Aesthetic and Morality in Edgar Allan's Poe's "The Cask of Amontillado"

Abdul Sattar Awad Ibrahim, Maha Samih Hamoudi

861-881



PDF

The Iraqi-Iranian War (1980-1988) And The International And Regional Situation

Rafid Ahmed Mohammed Amin, Salah Al-Deen

842-864



PDF

The Effect Of Employing The Strategy Of The Talkative Groups On The Achievement And Attitudes Of Chemistry For Fifth Grade Students Applied Science

Anwar Abbas Mohammed

830-853



PDF

The implementation of the use of electronic information technologies in pre-trial proceedings

Kuzhabayeva G. M., Umetov A. U., Birzhanov K. K., Maymakova A. B., Kabykeshovna N. A.

865-880



PDF

Model of the Empowerment of Change Management Governance Based in the Higher Education Quality

Anuar Sanusi, Suhendro Y.Irianto, Fauzi Fauzi

952-970



PDF

A value chain analysis of health insurance industry, government and healthcare providers in Indonesia

Noorlailie Soewarno, Bambang Tjahjadi, Isnalita

881-895



PDF

Generational transformation in academic life in Iran

Zahra Mohammadi

896-911



PDF

Domination And Revictimization Case Study On Victims Of Violence In Dating Relationship In Surabaya City

Emma Alfa Nadia

971-992



PDF

The Effect of Conformity with Accounting Standard and Legislation Compliance to Unqualified Audit Opinion

Margaret Rafael Sarinah Joyce, Elma Yulinda Lenggu

912-923



PDF

An analysis of brass casting parameter process using sand casting mold

M. Nasrul Kamal

929-946



PDF

The effect of customer satisfaction on customer loyalty in the motor industry

Lim Ka Bian, Ahasanul Haque, Saoda Wok, Arun Kumar Tarofder

947-963



PDF

The administrative decision against the protection of acquired rights under the provisions of the council of state (comparative study)

Maysoon Ali Abd Al-Hadi

910-934



PDF

Measuring the impact of e-banking services in the banking reform process in Iraq Comparative

study during the period 2012-2017

Ahmed S. Mutlag, Hazzaa D. Salman

963-988



PDF

Exploring the Intentions of Social Entrepreneurship. An Empirical Study University Student in Indonesia

Endang Noerhartati, Yoyok Soesatyo, Moedjito Moedjito, Karwanto Karwanto, Citrawati Jatiningrum, Lusy Tunik Muharlisiani

903-927



PDF

Improvement of Organizational Citizenship Behavior (OCB) through Strengthening Transformational Leadership, Job Satisfaction, and Self-Efficacy

Ari Rosandi, Soewarto Hardhienata, Widodo Sunaryo, M. Zainal Arifin

968-988



PDF

The implementation of the new developments under the new commercial companies' law

Yasar Fawaz Alhnaiti, Ammar Jreisat, Ahmed Ali Al-Khassawneh

912-928



PDF

The Implementation of Local Wisdom as an Ethnic Conflict Resolution

Wawan Hernawan, Hanindyalaila Pienrasmi, Hasan Basri

951-972



PDF

The Effectiveness Of Design Pluralism At Internal Space Levels

Mohammed Jarallah Tewfik

942-969



PDF

Corporate Governance, Tax Avoidance and Accrual-Based Earnings Management on Firm Value: an Interactive Effect in Indonesia's Perspective

Agoestina Mappadang, Amir Indrabudiman, Melansinaga Melansinaga

974-996



PDF

The educational character on instruction

Happy Fitria, Muhammad Kristiawan, Abdul Rasyid

964-979



PDF

The Concept of Survival in August Strindberg's A Dream Play

Ghassan Awad Ibrahim

954-969



PDF

Right Of Merit In Civil Evidence - Comparative Study

Awan Abdullah Mhmood Alfaidhi

904-929



PDF

The Prospects For Normalization Between Morocco And Israel Under King Mohammed Vi

Faisal Shallal Abbas, Majeed Kamil Hamzah, Ahmed Abid Esmael

906-931



PDF

English Language Book Reading Based on Contextual Teaching and Learning (CTL) for Elementary School Students

Herlina Usman, Ika Lestari, Anisah Anisah, Dini Nuf Fadhillah, Vina Iasha

957-993



PDF

Rough-Cut Capacity Planning By Using the Overall Planning Factors Method: An Applied Study in the Leather Clothes Factory / Textile and Leather Industries Company

Zahra Abd Mohammed

908-931



PDF

Board credit committee intangibles and risk management of banks

Murtala Aliyu Ibrahim, Mohd 'Atef Md Yusof

980-995



Fraud prevention capability and organizational culture: A case study of government agencies

Nunuy Nur Afiah, Yayan Syatyakti, Adhi Alfian, Memed Sueb

996-1011



Religiosity in Rice Harvesting Ritual (A Case Study on Dayak's Religious Phenomena in West Borneo)

Herlina Herlina, Andayani Andayani, Herman J. Waluyo, Budhi Setiawan

692-704



An Important Aspect of Performance management for Managing the Efficiency of Employees in an Organization

Kittisak Jernsittiparsert, Phong Thanh Nguyen, Quyen Le Hoang Thuy To Nguyen, Vy Dang Bich Huynh

1009-1023



The Effect Of The Perkins' And Blythe's Model On Mathematical Communication Among Students Of The 5Th Bio Scientific Grade In Mathematics

Muayad Kadhim Raheem, Lina Fouad Jawad

907-927



The fluctuation of school-based management implementation

Hadiyanto, Aan Komariah

1012-1027



The Roles of Internal Audit in Risk Management at Local Governments in West Java Province

Dini Rosdini, Fury K. Fitriyah, Prima Yusi Sari, Cahya Irawady

1054-1082



Managing School to Develop Students' Creative Thinking Skills in the Context of Their Learning

Styles

Udik Budi Wibowo, Arita Marini, Desy Safitri, Nidya Chandra Muji Utami, Apri Wahyudi
1093-1106



The Influence of Value Creation and Image on the Performance of the Museum of the Struggle for Independence History of the Republic of Indonesia

Joko Rizkie Widokarti, Dwi Kartini, Yevis Marty Oesman, Diana Sari
1004-1026



Problems Of Translating Islamic Religious Terms Among Iraqi Students

Luwaytha Salah Habeeb, Muhammed Rasheed Muhammed
1023-1040



The Struggle Of The Tabanan Women As "Sentana Rajeg" In The Patriarchal Culture Domination In Bali

Ayu Agung Cupu Tyasningrum, Emy Susanti, Sutinah Sutinah
1004-1026



Climate Change And Fisherman Adaptation: Survival Strategy Of Jember Fishermen Based On Local Wisdom

I. B. Wirawan, Adzkiyah Adzkiyah
1083-1099

Implementation evaluation of the family hope program in support of basic education

Apri Wahyudi, Zulela, Arita Marini, Idelia Marzuki, Silfiana Nur Barokah, Mahmudi
1028-1043



Benefit From Intentional Listening Skills In Activating Teaching: Intentional Listening Of The Prophet As A Model

Husam Malallah Hussein
1052-1075



PDF

Exploring The Intentions of Social Entrepreneurship: An Empirical Study University Student in Indonesia

Endang Noerhartati, Yoyok Soesatyo, Moedjito Moedjito, Karwanto Karwanto, Citrawati Jatiningrum, Lusy Tunik Muharlisiani
1039-1064



PDF

Lesson Study to Improve Teacher's Ability in Scientific Publication of Sustainable Profession Development

Irmawanty Irmawanty, Mohamad Syarif Sumantri, M. Jafar
1004-1020



PDF

Measurement Tools To Manage Customer Relationship Operations In Iraqi Banks Transactions And Their Role In Enhancing Customer Loyalty

Ahmed Ismaail Ibrahim Al-Mashhadani
1006-1028



PDF

The Exposition of Baghdad University 's Students to Islamic Sites via Internet

Shaima Rashed Abed
1055-1071



PDF

Intellectual capital efficiency and credit risk in sub-Saharan African banks

Murtala Aliyu Ibrahim, Mohd 'Atef Md Yusof
1044-1059



PDF

Work in Progress Creation and Staging of Musical Work Based on Diversity of Traditional Show Art and Ritual in North Sumatera

Bakhrul Khair Amal, Panji Suroso, Supsilani Supsilani, Anwar Soleh Purba
1019-1036



PDF

Inter-caste marriage in bali in the post-reformation era

I Putu Sudarma

1060-1075



PDF

The Growing Phenomenon Of Slum Areas And Their Impact On The Development Sectors Before The Events Of 10/6/2014. Analytical Study in Mosul city

Yousif H. Alsabaawi, Harith H. Ayoub

1066-1092



PDF

Identity of Tradition Name in Hindu Marriage in Julah Village, Tejakula Sub-District. Buleleng Regency, Bali

Nengah Lestawi, Dewi Bunga

1009-1021



PDF

The Responsibility Of The Partners In Their Own Funds For The Debts And Obligations Of The Limited Liability Company

Elham Jihad Suleiman Saleh

1103-1119



PDF

An empirical investigation into the major drivers of corporate social responsibility

Karpal Singh Dara Singh, Md. Aminul Islam, Essia Ries Ahmed, Azlan Amran

1076-1090



PDF

Macroeconomic variables affecting share prices in the UAE market (analytical study)

Osama Jabbar Musleh

1042-1062



PDF

Rationalize and reduce costs using the integration of (ABC, RCA, TC)

Haneen Amer Nama Haddad, Buthaina R. Humeedi Alkaabi

1069-1102



PDF

Purchasing decision using mediation of trust in product quality and brand image

Suharto, Finny Ligery, Abdulrahman I Al Shikhy, Yuliansyah Yuliansyah

1091-1106



PDF

The Role Of E-Government In The Face Of Administrative Corruption

Haider Adnan Sadiq, Ruqaya Mohammed Obaid

1073-1100



PDF

Dispositional Mindfulness: Its Impact on Customer Oriented Organizational Citizenship Behavior and Mediating Role of Servant Leadership

Dhevy Puswiartika, Zahrotur Rusyda Hinduan, Marina Sulastiana, Diana Harding

1066-1086



PDF

Youtubers As Micro-Celebrities And New Idols Among The IGeneration

Rahma Sugihartati, Nadia Egalita

1072-1093



PDF

The Iraqi constitution and the principles of the work of the Supreme Administrative Court

Lamyaa haleem abduladheem alwash

1102-1127



PDF

The Impact Of Instructional Scaffolding Strategy In Collection Chemistry To The Fourth Scientific Stage

Mohammed Kamal Mohammed, Zainab Aziz Al Amiry

1110-1134



PDF

A study of social resistance, religious radicalism and thought of dayah scholars

Fajri M Kasim, Kamaruddin M Said, Fauzi Abdurrahman, Risna Dewi, Zikri Muhammad, M. Rizwan

1107-1122

 PDF**Private security sector (PSS) role in Australia's counter-terrorism strategy**

Emad Al-Hammadin

1123-1139

 PDF**The Significance Of Morphological Buildings In The Quranic Readings And Their Effect On Determining Meaning**

Mousa Jaafar Fadhil Al-Harkani

1177-1192

 PDF**Predicting Electricity Consumption in Misan Province of Iraq Using Univariate Time Series Analysis**

Sami A. S. AL-Farttoosi, Behzad Mansouri

1137-1151

 PDF**The Effect of the Penteresh and Raguloth Models on the Acquisition of Linguistic Concepts among the Second Intermediate Students and Developing Their Systemic Thinking**

Falah Salih Hussein, Maad Salih Fayyadh

1121-1148

 PDF**Poverty, Lack Of Awareness Of Gender Education, And Patriarchy Among Javanese Coastal Women**

Sudarso Sudarso, Phillipus Edy Keban, Siti Mas'udah

1137-1157

 PDF**Welfare and Bargaining Power of Farmers in Bromo-Tengger-Semeru, Agropolitan Area, East Java**

Bagong Suyanto, Subagyo Adam, Septi Ariadi

1102-1119

 PDF**A case study of sustainable livelihood strategy of women porters at Entikong-Tebedu**

Parveen Kaur, Nurul Nadzatul Farah Binti Mohd Khairi, Khalil Ur Rahman, Isma Rosila Binti Ismail, Arif Jawaid
1140-1156



The Concept Of Fiscal Decentralization And Policy Management In Federal Countries

Lamyaa Haleem Abduladheem Alwash
1141-1173



Transportation Cost and Regional Trade Perspective: Evidence of Indonesia Logistic Performance

Nurdin Nurdin, Syafrizal Syafrizal, Elfindri Elfindri, Syofyardi Syofyardi
1182-1194



A Framework of Brand Management to Build Business Strategies as a Function of Market

Kittisak Jermstittiparsert, Phong Thanh Nguyen, Quyen Le Hoang Thuy To Nguyen, Vy Dang Bich Huynh, K. Shankar
1163-1179



Transaction Cost Structure on Agribusiness System of Cassava in Lampung Province

Zulkarnain Zulkarnain, Wan Abbas Zakaria, Dwi Haryono, Ktut Murniarti, Muhammad Irfan Affandi
11103-1121



A study of policy implementation strategy of the Shari'ah in Aceh Barat

Arfriani Maifizar, Triyanto, Putri Maulina, Kamaruddin M. Said, Zikri Muhammad, Sukron Ma'mun
1157-1171



The Effect of Robinson's Strategy on Achievement and Mathematical Strength among First Intermediate Students in Mathematics

Azhar Abid Resan Al-waily
1163-1191



The Influence Of Absence Of Students On The Quality Of Performance In Tests And Exams

Imad K. AlDulaimy, Bilal J. AlQaysi

1142-1263



Criminal Subculture Of Street Teenagers

Ratna Azis

1174-1200



Investigate The Effectiveness Of Google Translate Among Iraqi Students

Luwatha S. Habeeb

1143-1157



A role of multiple stakeholder towards sustainable tourism in Setiu wetlands

Zaleha Mohamad, Khyrizan Abu Jalil, Mohd Nizam Lani, Wan Izatul Asma Wan Talaat, Mohamed Syawal M. Muslim

1172-1187



The causal nexus between international tourism and economic growth

Ni Luh Putu Muliadini, Putu Mahardika Adi Saputra

1188-1204



Innovation and diversity based organization culture and its effect on competitive advantage

Yang Hao, Essia Ries Ahmed, Karpal Singh Dara Singh, Azlan Amran

1205-1216



Ibn Khaldoon's Historical Judgments (d. 808A.H/1406 C.E) An Analytical Study

Saad Kadhom Abed Al-janabi

1207-1231



Integrating A Corporate Social Responsibility (CSR) Program Into The Business Process

Antonius Sudarisman, Subagyo Adam

1241-1259



PDF

The Basis Of Civil Liability For Oil Pollution In Iraqi Law

Ali Kadhim Jawad

1214-1230



PDF

The Analysis of Fiscal Policy and Fertility in Regency and City Governments in Indonesia

Oktarini Khamilah Siregar, Syafruddin Karimi, Indrawari Indrawari, Endrizal Ridwan

1203-1229



PDF

The Outer And Inner Corners Of The Base Of The Conflict

Qahtan A.Taha

1210-1234



PDF

Women's Efforts To Improve Their Economy Through Reading Access Among Religious Women's Organisations

Tri Soesantari

1201-1222



PDF

The internal supply chain of operation and green sustainability

Waleed Khalid Salih, Essia Ries Ahmed, Noor Fareen Abdul Rahim

1221-1231



PDF

Quality of Islamic education management in developing curriculums of industrial era 4.0

Subandi, Suhono, Ahmad Fauzan, Agus Jatmiko, Chusnunia

1232-1247



PDF

Asset-based and asset-backed sukuk: structure and legitimacy

Essia Ries Ahmed, Ramyar Rzgar Ahmed, Fathyah Hashim, Md. Aminul Islam

1248-1262



PDF

Slap and tap teaching strategy: an intervention in overcoming student reticence

Marinel P. Dayawon

1263-1278



PDF

The effect of islamic education on economic growth (Indonesian and Malaysian studies)

Moch Qudsi Fauzy, Sri Herianingrum, Ika Hajarotin Nisak

1279-1295



PDF

Text learning model description using literature text

Novelti, Syahrul R

1296-1311



PDF

Interpretation of Irish Nationalism in The Shaughraun by Dion Boucicault , John Bull's Other Island by George Bernard Shaw, and Translations by Brian Friel

Shaima Nima Mohammad

1326-1349



PDF

The Importance of Teaching Culture to Develop the Interest and Competence of Iraqi EFL Learners

Omar Nesrallah

1302-1319



PDF

Analysis of corporate social responsibility, governance, and family ownership on firm value

Susi Dwi Mulyani, Nela Marcelina Solin

1312-1329



PDF

Female Circumcision: Is It Still Happened? Legal Or Illegal?

Ramli Lanny

1311-1334



PDF

The dynamics of financial making based on gender and tribe by SMEs

Sri Suyati

1330-1344



PDF

The factor of public service organizations (the study of service quality)

Firdaus, Dwi Oktisari, Amir Mahmud

1345-1358



PDF

The rhetorical story in corporate social responsibility disclosure PT semen Padang

Charoline Cheisviyanny, Herlina Helmy, Nayang Helmayunita, Sany Dwita

1359-1377



PDF

The tradition of pig hunting in the Minangkabau community

Zainuddin Zainuddin, Zulkifli, Muhammad Kristiawan

1378-1393



PDF

The information system's efficiency in the process of settling accounts tax

Suhad Kashkoul Abid, Qasem Kadem Hamed

1394-1411



PDF

Drug abuse prevention model using ADDIE and CBT for primary school students

Achmad Basari Eko W, Mulyoto, Sri Anitah W, Nunuk Suryani

1412-1426



PDF

Determination of optimal lot size using the Silver-Meal and Wagner-Whitin algorithms under the theory of constraints / Case study at Diyala Public Company

Maha Kamel Jawad, Omar Falah Hassan Al-Obaidy

1441-1470



PDF

Formal Reduction Of The Design System In Internal Spaces

Salah Aldiyn Qadir Ahmad Alja

1473-1498



PDF

Women and Politics

Hasan Basri, Sa'diyah El Adawiyah, Wawan Hernawan

1485-1495



PDF

Instilling values of javanese leadership culture for primary school principal

Siti Supeni, Dian Esti Nurati, Feri Faila Sufa, Jumintono

1427-1444



PDF

Forming the image of powerful structures through political advertising in Russia

Natalya Rinatovna Balynskaya, Nataliya Sergeevna Shkurko, Margarita Vladimirovna Kuznetsova, Natalia Stanislavovna Ivashina, Liliya Muhametovna Rahimova, Albina Muratzhonovna Maximova, Darya Sergeyevna Buzhinskaya

1445-1459



PDF

The impact of electronic payment systems on the velocity of money circulation

Ali Hassan Zayer, Taha Talib Mohammed Al- Tweel

1460-1477



PDF

The security measures in the era of imam Al-Hassan Bin Ali

Ali Abed Mashali Al-Augaily, Saif Hameed Daiyekh Al-Awadi

1478-1489



PDF

Educational-social role of Korean elementary school teachers in Russia in 1860s-1910s

Young Cheol Ko, Ramil R. Khajrutdinov Alina I. Khuzina

1490-1507



PDF

Molecular-genetic markers of the oral mucositis development in squamous cell cancer patients

Anatoliy M. Avanesov, Eugeniya N. Gvozdikova

1508-1524



PDF

Psychological well-being of students as a precondition for their professional self-realization

Albina Z. Minakhmetova, Natalia N. Radchenko, Anna P. Shmakova

1525-1542



PDF

Essential characteristics of state regulation of economy in terms of regulation of innovation

Ildar M. Ablaev

1543-1557



PDF

External influences in the emergence of Islamic mysticism from Nicholson's point of view

Abdul Radha Hasan Chyad Al-Hussainawi, Ali Hussein Gahat Al-Abduli

1558-1574



PDF

The concept of the authority at Turks

Abbas khamies Abood El-zubydi, Mohammed Abdulabbas Naji

1575-1589



PDF

The Effectiveness of the controversial experimental approach in chemistry achievement and the nature of scientific knowledge for fifth scientific grade students

Wasan Maher Jalil

1247-1282



Career orientations and motivation of top and middle-level managers

Anna M. Sheveleva, Marina V. Naumenko, Irina A. Pankratova, Evgeny I. Rogov, Lyudmila D. Zheldochenko, Svetlana V. Zholudeva
1590-1607



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21

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Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Text learning model description using literature text

Novelti¹

¹Universitas Muhammadiyah Sumatera Barat, West Sumatera,
Indonesia
Novelti@ac.ir

Syahrul R²

²Universitas Negeri Padang, West Sumatera, Indonesia
drmuhamadkristiawan@univpgri-palembang.ac.id

Abstract

This study aimed at producing a description text learning model using literary text. The instruments used were interviews, observations, questionnaires, questionnaires, and tests. As a result, the quality of learning devices from three aspects, namely: validity, practicality, and effectiveness. The validity of the learning device is based on the results of the students' descriptive text exam. In conclusion, the teacher needs to design a learning model so that students follow learning without feeling forced and pleasant and learning tools consist of lesson plans, short story texts, and learning test results.

Keywords: Learning, model, text, description, literary.

Descripción del modelo de aprendizaje de texto utilizando texto de literatura

Resumen

Este estudio tuvo como objetivo producir un modelo de aprendizaje de texto de descripción utilizando texto literario. Los instrumentos utilizados fueron entrevistas, observaciones, cuestionarios, cuestionarios y pruebas. Como resultado, la calidad de los dispositivos de aprendizaje se basa en tres aspectos, a saber: validez, practicidad y efectividad. La validez del dispositivo de aprendizaje se basa en los resultados del examen de texto descriptivo

de los alumnos. En conclusión, el maestro debe diseñar un modelo de aprendizaje para que los estudiantes sigan el aprendizaje sin sentirse forzados y agradables, y las herramientas de aprendizaje consisten en planes de lecciones, textos de cuentos y resultados de exámenes de aprendizaje.

Palabras clave: aprendizaje, modelo, texto, descripción, literario.

1. INTRODUCTION

Students often have problems in writing, even in their own first language, because of a lack of interaction or feedback. Guiding students in the process of writing description text through developing controlled and focused activities is a good way to make students aware of improving their skills. This is in line with previous research which shows the importance of improving the competence of educator writing because it has an impact on students' writing learning. Furthermore, Siburian's (2013) findings are based on his observations during the Teaching Practice Program (PPL) that 75% of Grade VII students at Rantau Parapat Middle School in North Sumatra were unable to write descriptive paragraphs. Educators have taught the material to students well but their understanding of learning description texts is still very low. The conclusion is that student achievement increases when learning uses the TPS method (Think Pair Share).

Likewise, with the research conducted by Permatasari (2017) in class VII students of SMP Jaya I Sumber Jaya, West Lampung that

based on the results of the pre-research (observation) in writing description text, there are still many students who need to improve their understanding of the description text. Based on these observations, the research was conducted which aims to determine the ability to write description text of students. The results of the study showed that the ability of students to write description texts generally obtained a value of 72.33 with sufficient categories.

In addition to research on the ability of students to understand the content and write description text, Atmaca & Günday (2016) from Turkey also conducted research on theoretical knowledge based on an analysis of the use of literary texts to teach grammar in foreign language classrooms. This study consists of four parts: in the introductory section, we briefly discuss the teaching of grammar in foreign languages and the use of literary texts in teaching grammar. The second part discusses the need to use literary texts in teaching foreign languages. In the third section, benefits can be given to teaching grammar with the use of literary texts. Finally, the conclusions section needs to be considered when the grammar learning process uses literary texts in language classrooms.

The results of the research above and based on the results of preliminary observations conducted in class VII. A Padangpanjang 1 Middle School on Monday, July 10, 2017, found that Indonesian language learning activities that have been going on for the most part, are still monotonous and only use textbooks that are available in school. Educators have not used literary text in learning, so learning

situations are created that can increase the activity and enthusiasm of students. Educators have a limited ability to package literary texts for learning. This makes learning not going according to what it should. Moreover, the demands of the Minimum Completion Criteria (KKM) with a value of 78, if not achieved, will be held remedial (Claudia, 2016; Dorfman & Javidan, 2016).

From this description, many problems can be used as the focus of research with regard to the importance of using literary texts in Indonesian language learning in junior high school, namely: first, teachers teach using monotonous methods, so students tend to get bored in learning. Secondly, teachers rarely use literary texts in learning, so they do not motivate students to play an active role in the learning process. Third, teachers have never included description texts into literary texts in learning Indonesian. This makes learning not going according to what it should.

2. RESEARCH METHOD

This R & D study follows the steps in Thiagarajan, Semmel and Semmel, known as 4-D or four-D (defining, designing, developing and deploying) as follows:

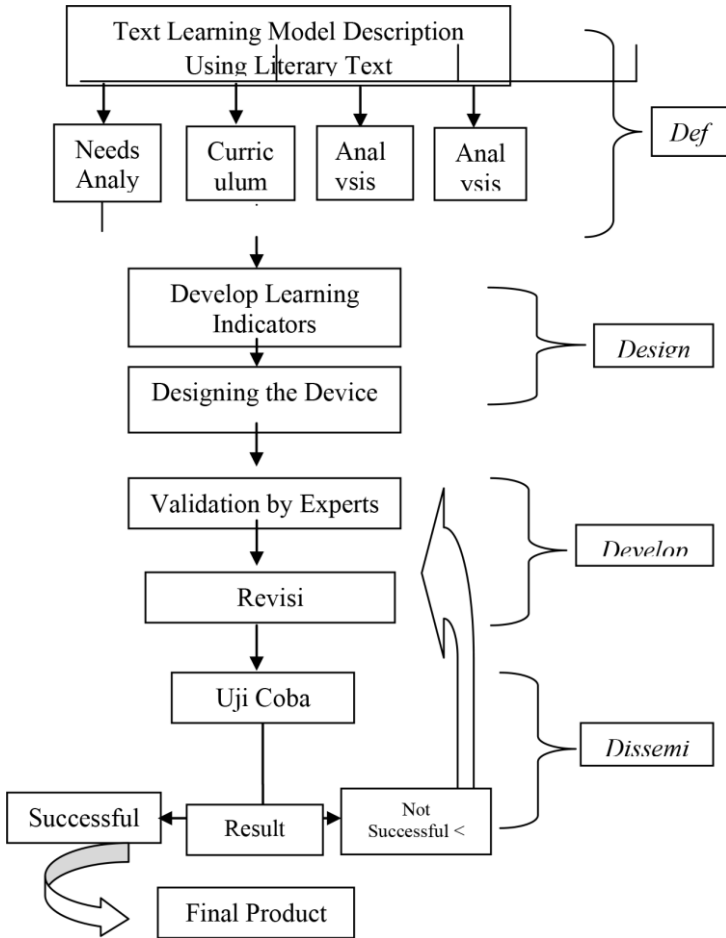


Figure 1: Steps in the Learning Model

3. RESULTS

The results of the study are presented following the stages of the 4-D development model (Four-D): defining, designing, developing, and distributing.

3.1. Defining Phase

During this phase, the analysis is carried out based on information obtained from educators and middle school students. In addition, description text learning in two schools where research is conducted, explores the SK and KD required in research, activities carried out during the implementation of the description text learning process, and the understanding of educators and students in delivering and receiving learning material. The following are the results of the analysis and reviews:

3.1.1. Results of Need Analysis

To analyze this need, the instruments used were interview guides, observation formats, and questionnaires to find out the situation and interests of students in the description text learning so far. The results of the FGD were conducted with Indonesian junior high school teachers in West Sumatra on December 12, 2017, that the media used by teachers was only teacher books and student books. Even if you use media, only the picture media is serialized and no description text has ever been included in the short story section. So that the learning process still uses the tools available at school. Description text learning model uses literary text, very interesting and fun for students to take part in classroom learning.

3.1.2. Curriculum Analysis Results

Curriculum analysis is carried out to determine core competencies and basic competencies that will be used in making learning model tools. The curriculum used in the development of description text learning models using literary text is the 2013 curriculum (revised). In accordance with Permendikbud No. 24 of 2016 concerning the basic framework and structure of the SMP / MTs curriculum, the 2013 curriculum structure consists of core competencies (KI) and basic competencies (KD). Middle School/Madrasah Tsanawiyah (SMP/MTs) core competency (KI) is the level of ability to achieve Graduates' Competency Standards (SKL) which must be possessed by junior / MTs students in each class.

3.1.3. Results of Student Analysis

The fact that there is in the field especially the seventh-grade students of Padangpanjang Middle School still have not shown satisfactory results in learning Indonesian. In learning to identify description text information, students are less able to let their imaginary abilities run. Students are not interested in describing an object, because the teacher does not give students the opportunity to describe objects according to their experiences, talents, and interests, but the teacher only gives a piece of paper with images that are not so interesting to describe.

3.2. Design Phase

At this stage, the design of the description text learning model is designed using literary text. Devices designed include RPP and literary texts. Below is described the process of designing each learning device.

3.2.1. Results of the Draft Learning Implementation Plan (RPP)

The Learning Implementation Plan (RPP) is systematically designed which contains the components of RPP writing and follows the preparation steps which consist of; identity, SK, KD, indicators, learning objectives, learning materials, learning methods, learning steps, learning resources, and assessment. Learning scenarios for each meeting consist of learning activities description text using literary text. Integration of description text learning using literary text, namely short stories. Based on the SK and KD analysis, the competency achievement indicators were divided into two meetings with an allocation of 3 X 40 minutes each. Every beginning of the meeting begins with prayer and attendance activities. Furthermore, students are first given activities that are able to attract attention, generate confidence, and create a readiness to receive information, such as teachers giving questions and holding pretests that open up students' insight.

The first meeting of learning is carried out by giving students the material and initial knowledge about learning description texts, parts of the description text, and mapping the contents of the description text according to the topic and its parts using literary texts. The second meeting was a question and answer session about the previous material, namely mapping the contents of the description text in accordance with the topic and the parts of the description text that he read and heard. After that, students report back information contained in the description text that they read and hear in written form according to the characteristics and structure of the description text. Learning resources refer to the formulation in the syllabus developed by the education unit. Learning resources used include (1) learning material developed by researchers, and (3) assessment of learning outcomes in the form of essays given at the end of the meeting.

3.2.2. Results of the Text Learning Model Design Description Using Literary Text

In accordance with the results of the needs analysis, a descriptive text learning model is needed using literary texts to improve student learning outcomes. The model is built based on the syntax of the complete learning model (mastery learning) which refers to the theories of John B. Carroll and Benjamin Bloom (Joyce & Weil, 2009; Lee, 2012), namely:

(a) orientation, (b) presentation, (c) structured training, (d) guided practice, and (e) independent training. The design of the description text learning model using literary text that fits the needs of students is as follows: (a) orientation, the teacher reviews the previous learning, determines the current learning objectives, and explains the learning procedures to be carried out to students; (b) students read short stories of their own works that have been shared, while noting matters relating to learning material; (c) students map the contents of the description text in accordance with the topic and its parts; (d) students write reports about the description text according to the characteristics and structure of the description text in a guided manner; (e) students present or present the results of their reports independently; and (f) teachers and students reflect on that day's learning (Omega 5). In reflection of learning, there is a complete process in learning.

3.3. Development Phase

The purpose of this stage is to produce a revised learning model based on input from experts and data obtained from the test results. The activities carried out at this stage were the assessment of experts, tests of readability, simulation, and tests in class VII of SMP. The results of the description text learning model using literary texts at this stage are explained as follows:

3.3.1. Learning Model Text Results Description Using Literary Text

Learning is said to be effective if students can achieve the set learning goals. The effectiveness of the description text learning model using literary text can be seen from the achievement of the expected goals, namely increasing knowledge, skills, and attitudes or behavior of students. Based on several predetermined criteria, overall it can be concluded that the description text learning model using literary text produces six (6) OME5 model syntax, namely (a) orientation, (b) reading short stories, (c) mapping the contents of the description text, (d) writing, (e) presenting, and (f) reflecting, which can improve student learning outcomes. The novelty of the description text learning model assisted by audio visual media (OME5) is (1) the syntax is different from the complete learning model (mastery learning) and with factual models, (2) short stories of their own work, (3) integration of description texts into short story texts, and (4) learner-centered learning. Here is a picture of the description text learning model using literary text.

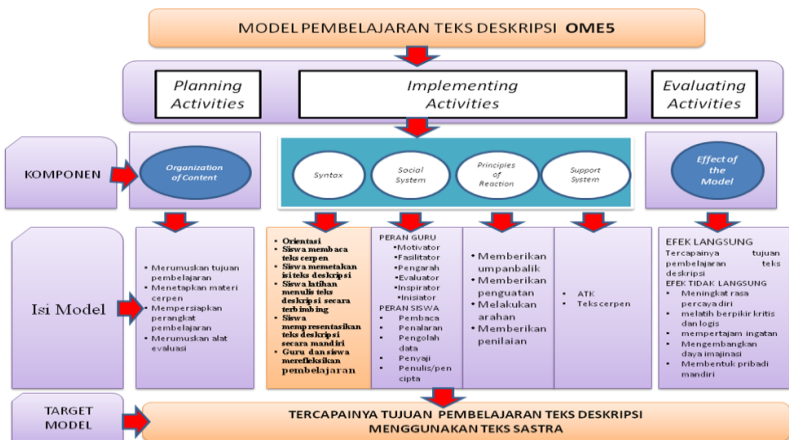


Figure 2: Text Learning Model Description Using Literary Text

3.3.2. Social System

The implementation of description text learning uses literary texts in class VII of this junior high school, two meetings for one semester. In the description text learning, students can independently read the short story text that has been shared by the teacher. In this activity, a supportive environment is needed in order to motivate students to learn and play an active role in learning. In face to face in class, it is discussed about the problems faced by students in learning and understanding the concepts of Indonesian subjects, specifically the description text learning material. The active role of students is also required to share information with other students about what they get in learning. Furthermore, in the assessment section, an environment will be created so that students can do it independently of their learning, namely assessment with other students and assessment by the teacher. This assessment can be carried out offline.

3.3.3. Reaction Principle

The principle of reaction is a pattern of activities that describes the teacher's response to students, either individually or in groups and as a whole. The principle of reaction relates to the techniques expected by the teacher in reacting to the behavior of students during learning activities, such as providing feedback, reinforcement, direction, judgment, asking questions, answering, responding, criticizing, daydreaming, disturbing friends, lacking seriousness, and so on.

4. DISCUSSION

The learning text description model using the satra text is designed to be used by Indonesian language teachers and students at the junior high level on Indonesian subjects. The learning model serves as a guide in the implementation of learning. Learning models that are used as guidelines are expected to improve the quality of student learning outcomes. This is in accordance with Zubaedi's (2011) opinion that the purpose of Indonesian language learning includes cognitive (knowledge), psychomotor (skills), and affective domains (attitudes and values), as well as the interconnection domain (the combination of these three domains) that gives birth to creativity to be able to explore the moral values contained by each learning device.

Description text learning models using literary texts can be used by all subjects, junior high school students here are only examples for teachers and prospective teachers in making learning models. In addition, teachers and prospective teachers are expected to understand how to make a good and correct learning model so that students are active in learning because the learning model created by the teacher greatly determines the success of students. This is in accordance with the demands of the 2013 curriculum that a conducive learning climate will encourage the realization of an active, creative, effective and meaningful learning process (Mulyasa, 2006; Hyland & Lo, 2007; WARSITA, 2008). If this can be realized by the teacher, of course, good learning outcomes will be very easily achieved (Rincon-Flores et al., 2018; Bahremand, 2015).

5. CONCLUSION

Based on the findings and discussion of the research description text learning model using literary text, it can be concluded that the actual text description learning 1) The teacher needs to design a learning model so that students follow learning without feeling forced and pleasant; 2) Description text learning models using literary texts need to be implemented; 3) Learning tools consist of lesson plans, short story texts, and learning test results.

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