

# CONCEPTS OF SELF LITERATURE WRITING SKILLS

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## Abstract

The aim of the research, in general, is to develop students' writing skills by applying model with reader response strategy and visual symbols to promote students' moral. Specifically, this inquiry The Concepts of Self is expected to describe the acceptability, comparison, impact, strength, and shortcomings, and the model of Indonesian literature learning to promote writing skills. This research used a quantitative approach to a quasi-experimental design. Nevertheless, a qualitative approach was also usable to analyze students' writing. It was concluded that (1) the model of The Concepts of Self in Indonesian literature learning could promote students' writing skills, (2) the model of The Concepts of Self-possessed the strength comparatively in quasi-experiment class. (3) the shortcomings of the model where it spent much time as students responded both nonverbally and verbally and guided questions facilitated students to express their responses. (4) The model of The Concepts of Self indicated the significant difference to the increasing of students' writing skills in the quasi-experimental class and (5) the model of The Concepts Of Self showed good qualification where the aspect of cognitive, affective, and psychomotor was developed.

**Keywords:** *The Concepts of Self, Students' Moral, Specifically, Learning purpose.*

## 1. Introduction

Teaching Literature cannot be separated from the teaching of the language even though it seems basic competencies separately. In education Indonesian, the term "language" and "literature" tends to be interpreted separately. The tendency often led to proposals of tune that should language and literature are taught by different teachers. Based on the findings Harras (2003) there are 91.6% of respondents responded "agree" is separated from the literary language with respect to the autonomy of teaching literature. There are several reasons supporting such separation, including 1) the position of the teaching of literature will be more stable and more focused because it has clear goals and the allocation of sufficient time, 2) the teaching of literature will be taught by teachers who have a love and a commitment to good in literature, 3) expected the government would provide special textbooks and supporting literature, 4) the teaching of literature in schools will be able to achieve the expected goals and objectives. The tendency on the separation or unification of language and literature motivates writers to conduct research that does not make sense both of these competencies as a dichotomy. This study language and literature put on an equal footing. Equality is supported by the opinion of Carter and Long (1992) that the language skills of students can be developed in a systematic way if literature is taught side by side with the language. Thus, both of these competencies becomes the basis for conducting research. Furthermore, literature can enhance students' understanding of language Indonesia due to the diversity of sentences and vocabulary offers. According to Munro (cited by Zughoul, 1986), Students will understand the language well through teaching literature. However, during this portion of basic competence is very small compared with the portion of the teaching of the language let alone four basic competencies more closely associated with the language. it is caused by curriculum guidelines applicable at the time (the communicative approach/meaningfulness). Even the allegedly teaching literature at primary school level is very far from satisfactory because the basic competence cannot develop students' language skills.

There are some problems concerning the low quality of learning this language skills, Imran (2000) explains that according to research conducted by Taufik Ismail turns writing skills of Indonesian students the lowest in Asia. So according to the World Bank report (1998) on the test results read grade elementary school students, Indonesia was ranked lowest in East Asia. The average results of reading tests in several countries showed the following countries: Hong Kong 75.5%, Singapore 74%, Thailand 65.1%, 52.6% Philippines and Indonesia 51.7% (Semiawan, 2003). Furthermore, Semiawan also explained that the results of the study showed students in Indonesia was only able to understand 30% of the reading material and had difficulty answering questions that require reasoning shaped description.

Difficulty in writing experienced by students because the students are not unusual to be trained to write from the beginning. In a writing exercise, students experienced difficulties arise because of the

difficulty to prepare the first sentence. They are wondering where to start writing and how to open the first sentence in writing. Determine the points bouquet is a difficult thing for students. Student utterances like "I'm confused do not know what I would write." "Actually I have a lot of material/things I want to write, but I do not know how to vote." "Several times I change my mind about the subject I wanted to write but do not get steady." The remarks indicate that the student is difficult to start writing.

In connection with this, the teaching of writing needs to switch from conventional learning models are based on the assumption that "knowledge can be transferred intact from that of the teacher to the student's mind" to modern learning models which are models of The Concepts of Self. This model is based on the assumption that "knowledge is constructed in the minds of students." In the conventional learning models, many teachers focus on the effort of pouring knowledge into the minds of students, without thinking of ideas that already exist on students.

## 2. Objectives

In this study, the authors focused on testing the effectiveness of the model The Concepts of Self in learning writing Indonesian literature, examines the significant differences in students' writing ability before and after applying the model The Concepts of Self-assess the effect of the model adjustment Individual Differences in the ability to write students, and describe the steps PBM models Adjustment Individual Differences in study of Indonesian literature. In accordance with the scope of the problem as has been described in the preliminary chapter, the key problem of research formulated as follows: "Is the model application The Concepts of Self in learning Indonesian literature can improve the writing skills of Indonesian literary works junior high school students class VII? ". This study aimed to describe the increase in the ability to write Indonesian literature class VII SMP by using a model of The Concepts of Self.

## 3. Materials and method

This study uses a quantitative approach in the form of Research and Development (Borg and Gall, 2003) by applying quasi-experimental methods in the process of testing and revision of the model. The study population is a junior high school student of class VII in the town of Tasikmalaya, namely SMPN 1 Tasikmalaya. The samples are 2 classes with the placement of one class of the experimental class learning using learning model The Concepts of Self while 1 class again placed as a control class that learning to use the conventional model. As for the subject matter tested in this experiment are material process on "The ability to write Indonesian literature."

Technique data collection was performed using a test of learning outcomes in the form of questions about the ability to write literature. Test improvement in order to test the model (CKMCI) is done by measuring the difference in average student learning outcomes, carried out using t-test.

## 4. Results

The advantage Learning Model of The Concepts of Self in facilitating the students as learners in gaining insight into the knowledge of who she was in the family. Through the process of learning by applying the model proved The Concepts of Self-obtained results of the analysis on the map as the ability to author described in Figure

Based on the findings of the Implementation of research performed either in the learning class experiment using The Concepts of Self model or in control classroom that uses the conventional learning model, the results gained as listed in table 1.

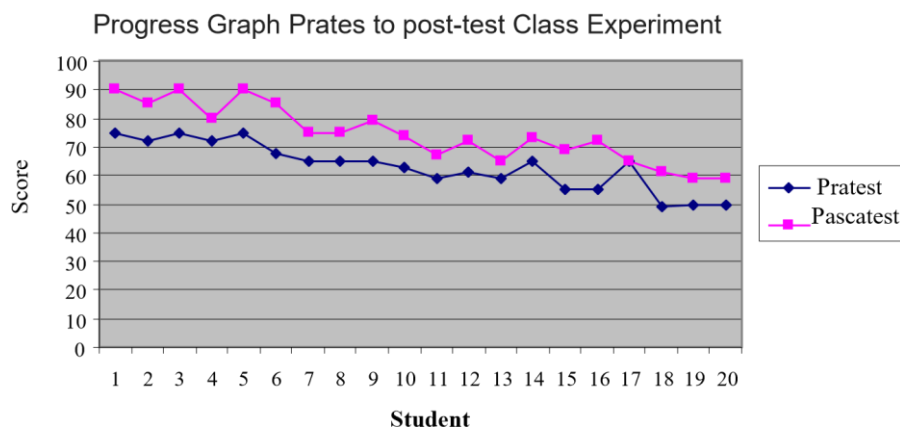
**Table1** Values of Literary Writing Ability Indonesia Student Pre-test and Post-test Quasi-Experiment Class

The average results of two assessors in class Quasi-Experiment			
No.	Pre-test	Post-test	Gain
1	75	90	15
2	72	85	13
3	75	90	15
4	72	80	8
5	75	90	15

6	68	85	17
7	65	75	10
8	65	75	10
9	65	79	14
10	63	74	11
11	59	67	8
12	61	72	11
13	59	65	6
14	65	73	8
15	55	69	14
16	55	72	17
17	65	65	0
18	49	61	12
19	51	60	9
20	51	60	9
$\Sigma$	1263	1485	222
$\bar{x}$	65.15	79.25	14.1

Table. 1 indicates the average value of the pretest wrote literature students in the experimental class was 65.15. To realize the competence of the student, the teacher should explain how to engage the students feel the characters were read by the students and how to connect all the elements in the story with the social and cultural life within identifying literary works presented by Beach and Marshall (1991), while the perspective of religion by Mulyana (2000). Meanwhile, listening and speaking activities to do in the discussion forum, which discussed the results read all students.

After learning literature by applying the model of The Concepts of Self are implemented, the average value of the response to be 74.25. The average gain between the pre-test and post-test score was 11.1. Figure 4 shows that a significant increase in the value of post-test students after learning literature by applying the model The Concepts of Self-do. The following figure clearly shows the difference between the pre-test to post-test values obtained in a quasi-experimental class of the capability of Writing Literature Indonesia.



**Figure 1** The progress graph of the pre-test to post-test in experiment class Results of further testing in the table 2 which show the results of pre-test and post-test grade control for the ability to write literature of Indonesia.

**Table 2** The Grades of the capability of Indonesian literary writing

The average results of two Assessors in the control class			
No.	Pre-test	Post-test	Gain

1	80	82	2
2	79	80	1
3	75	77	2
4	72	75	3
5	72	73	1
6	72	75	3
7	75	79	4
8	69	72	3
9	69	70	1
10	65	66	1
11	61	65	4
12	69	70	1
13	55	60	5
14	55	58	3
15	59	64	5
16	59	61	2
17	61	61	0
18	59	61	2
19	59	61	2
20	50	58	8
$\Sigma$	1515	1768	53
$\bar{x}$	67.75	70.4	2.65

In Table 2 above indicates that the average value of pretest responded to stories in the control class is 65.75. The value increased to 68.4 after students take the post-test with a value gain of 2.65. The average gain between the pre-test and post-test score was 2.65. It shows that an increase of the value pre-test to the value of post-test although the increase is much lower than grade students quasi-experimental experience learning by applying the model, Adapting to Individual, treatment with students who are not being treated. Because the significant value of post-test capability wrote literature students is 0,000 less than the real value of 0.05, then  $H_0$  is rejected. This fact can be seen in the table on the average difference test writing skills of Indonesian literary works between the two groups of students are students of a quasi-experimental class and control class as follows:

**Table 3** Writing Ability Test Results Literature of Indonesian Students between value and post-Prates Class Quasi-Experiments

	Paired Differences					t	df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pascates Eksperimen - Pascates Kontrol	5.850	5.53719	1.2382	3.2585	8.4415	4.725	19	.000

## 5. Discussion

Based on the results of testing the application of learning models of The Concepts of Self above either through an experimental class and control, as well as mapping the topics that experimented, it can be analyzed as follows:

From the aspect of materials developed maps, classes that are subjected to adjustment models The Concepts of Self further demonstrate the superiority, that is, when compared with the acquisition of control class capabilities. This is evident from the difference in the average pre-test post-test experimental

and control classes. The next important thing is the quality of the maps inferred / concept models The Concepts of Self that have been developed students before writing short stories. Based on the results of analyzing aspects of clarity, accuracy, interest, inclusiveness, and completeness, all the students' concept is based on individual differences in which includes seven elements of the set (determination of the characterization of short stories that became the focus of the story; the laying of the characters; creativity to color each characters or the gist of the story; the use of symbols, and schematic nature of the concept) has shown its quality is right, because the average concepts students have demonstrated the clarity, precision, interest, inclusiveness, and completeness with good, imaginative, and schematic. This finding has implemented the opinion of Beach and Marshall (1991), which suggests that teachers should explain how to engage students' feelings toward the characters were read by the students and how to connect all the elements in the story with the social and cultural life in identifying literature. Through the process and findings of the research, particularly efforts to enable the students for learning Indonesian, expected to answer the concerns of the opinion of Badudu (1995) which state that students are still less skilled of Indonesian language.

During the process of revision of the test in the form of experimental activities carried out during the study, indirectly stages in this study require students to keep repeating about the ability of ideas, ideas, stories and content of the map material that has experimented. This finding is consistent with the policy of the Department of Education of Indonesia, (1994), one of the specific goals of learning the use of language is that students should be able to express ideas, opinions, knowledge in writing, and has a penchant for writing. To express ideas, opinions, and knowledge, students need to be given training on a continuous basis.

Students' attitude towards writing activities positively, because students perceive that after reading activities it should be followed by a short story writing activity. It is an activity that first time they have experienced, and generally, students always scored less satisfactory as long as they do learning activities during this writing. Students' interest in learning writing looked on: students are always trying to do the tasks write well; students have never submitted response to literature critically; students feel impressed, when analyzing the literature of Indonesia / short stories, it should be linked to the values of life in the real world: students feel good when reading literary works followed by analyzing literature, and, students feel happy if their writings published in the magazine wall. From these findings, it had appeared role models The Concepts of Self Indonesian teachers who are able to make skillful use of Indonesian students in all its functions, especially the function of communication. This finding is consistent with the opinion of Rosenblatt (1978) states that "To teach literature correctly is to emphasized the aesthetic stance and to de-emphasize the efferent." Which means, students are not only able to identify what is contained in literary works such as background, character, and characterization, as well as the storyline, but they were also able to identify what is on the outside of the literary works such as the author's intention, symbolism, narrative, and so forth.

In addition, students should not only be trained in listening skills, speaking, reading, and writing, but are trained to think and reason in an orderly manner in the Indonesian language. Nickerson (1985) describe the relationship of writing to think as one aspect of language skills. Nickerson said that utterance is another name for the author. Writing is a valuable contribution to civilization, namely an enduring record. Note perennial accelerate the accumulation of knowledge.

The externally within the meaning of the teacher's role when it illustrates the material into a story of them played by the students, then the students will be more motivated to understand it real. This finding is supported by the opinion of Purves, et al. (1990) which illustrate if there are students who are not able to express a new story read verbally, but he was unable to explain what happened in a story in creating the image, and then the teacher must receive a response. Thus, students are motivated to learn to write short stories, because teachers create an atmosphere of fun teaching; because teachers provide a model of analysis of literary work is attractive and easy to do, because by studying the literature well, the students try to understand the diverse milieu; please compelled literary works as a teacher profile. Likewise, the findings of this study are consistent with what was raised by the Beach (1990) that the teacher can improve the quality of a student's response. These responses are very important in developing language skills for students to write freely, linking their response, to associate their actions with literary works were read, and share experiences about their response.

## **6. Conclusions**

Based on analyzing and testing through research that has been done, the level of ability to write short stories before and after the model of The Concepts of Self Grade VII in SMP Negeri 1 Tasikmalaya, shows that there are some improvements of ability to write the Indonesian literature.

Other evidence appears of the gain between the results of pre-test and post-test experimental class students. By the time students receive pre-test mean of 65.15, while the current post-test mean increased to 77.25. Gain between the mean of 12.1. The lowest value of pre-test is 49, while the lowest value of post-test was 59, with accordingly gain between pre-test and post-test of 10. Similarly, the difference occurs between the maximum value on both the results of the test, the maximum pretest value is 75, while the maximum value of the post-test is 90. Thus, the gain between the two showed a difference of 15.

Based on these results it can be recommended that the application of this model was very impressed with the students' learning model with a model to write short stories The Concepts of Self. For teacher, should be able to pay attention to aspects of the utilization of the model both in terms of ease of understanding of learning, in terms of functionality and creativity coloring chart and the depiction of the emblem in sociogram, in terms of usability order of ideas in concept, in terms of the psychology of learning, as well as in terms of the sustainability of the use of models The) Concepts of Self. Another recommendation is expected that teachers should continue to support the students' ability to write literary works in order to cultivate the application of this model for future learning.

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