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Implementation of Process Approach in Learning Write A Short Story

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Abstract

This study aims to gain an in-depth understanding of the implementation of a process approach in short story writing lessons to students of PGSD Study Program FKIP Untan. This research uses qualitative approach. Sources of data in this study is a short story writing learning event using a process approach. The research procedure used in this research is planning, execution, data analysis, and report writing. Data collecting technique used is direct observation technique and document observation. The data collection tools used are field notes and documentation pertaining to the learning process and learning outcomes. Analysis of this research data begins with data collection, data reduction, data presentation, and inference/verification. Based on the results and discussion in this study can be concluded that the process approach can improve students' writing short story skills. This increase can be seen from the process as well as the product. Learning to write by following the stages of the process approach can help the lecturer to provide variations and stimuli in the task of writing a given short story. The improvement process can be seen from the process of creative writing learning with process approach in student activities and class situation in creative writing poetry learning, while from the product side of the students' writing skill improvement skills.

Keywords: Process Approach, Writing Lesson, Short Story

Introduction

Writing is one of four language skills that must be mastered by students. Writing as part of language skills is a form of communication that can be done by students to express ideas or thoughts, thoughts, and feelings with written language as the medium.

Learning writing provides many benefits, such as the development of creativity, thinking, intelligence, and emotional sensitivity of students. Learning writing is also directed to help them pour ideas or ideas, thoughts, experiences, feelings, and the way they view life. With the many mandates to be gained in writing learning, writing activities should be one of the activities favored by students. However, the fact that writing is a difficult activity for students makes them less interested in writing lessons. These difficulties will increase if they are faced with the writing of creative literary learning. Whereas in learning writing, students are expected also able to write ideas or ideas, thoughts, and feelings in the form of literary creative writing.

The goal of creative literary writing is to make students able to write creatively, edit their own essay or essay by paying attention to the use of spelling, punctuation, word choice, sentence structure, and content composition. Writing creative literature includes writing

poetry, fiction prose, and drama script. Writing short stories is a student activity pouring ideas or ideas, thoughts, feelings, and emotional sensibilities that develop from creative ideas.

Short story writing skills, as well as other writing skills, require a process in its implementation. The writing skill cannot be obtained immediately. Writing skills possessed by writers or non-writers do not come easily, a good writing should contain content, which is put forward systematically and appealingly. Although a person has a good or interesting idea or idea of writing, but if he is unable to present his ideas and ideas on a regular and clear-cut basis in his writing, he must fail to express his good opinion to his readers (Caraka 1999: 5).

Writing short stories can be learned and need to be trained many times to succeed in writing a good ceremony. Therefore, for students are also able to write short stories well, lecturers must have the ability and skills to guide students in writing short stories. Students will not be enough just equipped with theory, students need to be given direction and guidance in order to produce a short story well without having to lose creativity. The condition of learning to write such short story requires the lecturer to find the appropriate and appropriate strategies so that the ability to write short stories can be improved. Semi (2002: 134) argues that the low quality of literary writing learning is caused by various factors, such as curriculum, means of learning, and teachers (teachers/lecturers). Teachers/lecturers often do not use the right approach. One of the approaches that can be used to help students overcome the constraints of short story writing is the process approach. the applied approach is able to guide and direct students to overcome the constraints faced in writing short stories.

The process approach is an approach that emphasizes the learning of writing from the results (writing) to the writing process involved in producing writing. This approach is chosen because it has several advantages. In practice, the students have their own topics or topics taken from other fields of study. Lecturers teach students about the writing process and forms of writing. Learning focuses on the process used. When writing, students feel they have their own writing. Students write by working together and share their generated writing with friends of one group/class. In addition, students write outline drafts to pour ideas and then revise and edit the draft before making the final result. The student corrects the error as much as possible in addition to editing, but the pressure is more on the content than the mechanical aspect. The lecturer teaches how to write and give feedback as long as the learner revises and edits. Students may spend less than one hour doing each writing assignment so that students can use it to improve their writing, and evaluation focuses on processes and outcomes.

Based on the background of the problems that have been described previously, this study aims to gain a deep understanding of the implementation of the process approach in short story writing lessons to students of PGSD Study Program FKIP Untan. The results of this study are expected to be utilized as one of the alternative approaches in writing and also a contribution of thought for lecturers to improve the success of learning writing skills using process approach.

Learning writing is an effort to help and encourage students to express the language in written form or components that educators prepare to produce behavioral changes in learning writing. This is in line with Tarigan's (1986: 9) opinion that writing learning is (1) helping students understand how to express the language in written form; (2) encourage students to express themselves freely in written language; (3) help students use appropriate and harmonious language forms in written expression.

The success or failure of teaching writing, one of which is caused by the way in which the teacher to teach writing. According to Nurchasanah and Widodo (1993: 70-72), there are

four things to consider in teaching writing skills, namely principles, guidance, nature of teaching, and the media.

Writing learning is one part of the Indonesian language and literature, to be able to compose a good essay required some requirements, including the ability to speak, knowledge of language structure, the ability to choose, and determine the theme essay and have a lot to read and practice. The goals of writing in school according to Natia (1994: 33-64) are (1) skilled in finding and finding ideas, ideas or topics that are quite limited and interesting to be developed into stories, (2) skillfully developing ideas, ideas or topics and compiling them into (3) skillfully expose ideas, ideas or topics developed and organized as effective language, (4) train students' skills to describe experiences received at school as well as in society in written language, (5) encourage students to think systematically because writing work involves students thinking regularly, and (6) encouraging and training students to be gifted to compose.

According to Nurchasanah and Widodo (1993: 62-66), the purpose of learning to write can be determined based on the desired aspect achieved by students. These objectives include (1) theoretical and practical objectives, usually manifested in the teaching of writing simultaneously, meaning that in certain teaching meetings the student is expected to achieve theoretical objectives while achieving the objectives of a practical nature, (2) the purpose based on the form of writing (3) objectives based on the level of cognition achieved, ie goals that are memorable, understanding, application, analysis, sintesia, and evaluation, (4) direct objectives and indirectly, where the immediate objective is for students to write directly without going through the stages of prerequisite activities, whereas the indirect goal is that students can write through the stages of prerequisite activities, and (5) discrete and pragmatic goals, ie teaching writing that is discrete aims to see the aspect- aspects of the ability to write separately, while the teaching of writing that is pragmatic aims to see the ability to write as a whole.

Short story or short story is a literary work in the form of prose and has the composition of stories, characters, background, narrower than the novel. The story presented in short stories has only one story. Short story (Short Story) is one form of literature that is also called fiction. According to Sumardjo (2007: 84), short stories are the art of presenting the story. Therefore, a writer must have the dexterity of writing and compose an interesting story. Sayuti (2009: 10), states short stories show compression 'compaction', concentration 'concentration', and 'deepening' intensity, all of which relate to the length of the story and the structural quality implied by the length of the story. Based on the opinion of the experts above can be concluded that short stories are short stories that have less composition than novels in terms of short stories, focusing on one character, one situation and discharged once read.

Short stories are fictional literary works that are interesting to read, which are caused by short stories, limited characters, and one situation. Short stories are also composed of elements of story builders are closely related to each other. The linkage between the constituent elements forms an abstract totality. The coherence and cohesiveness of all the elements of the story that constitute a totality determine the beauty and success of the short story as a form of literary creation. The elements in the short story consist of plot, characterization, setting, point of view, language style, theme, and message.

Writing short stories essentially refers to writing and writing activities including creative writing whose writing is influenced by the imaginary or imaginative creation of the author. Writing short stories is the most selective and economical way of writing. Stories in short stories are very compact, no part that only serves as frills. Every part of it, every sentence, every word, every reading sign, no point in vain, all giving important advice to

move the story, or to express the character of a character, or to describe the atmosphere. Sayuti (2009: 8) says that fictional writings are made imaginary or not really happening in the real world so often also referred to as fictitious stories or stories authorized by the author. Writing short stories has a high imagination, the higher the imagination the author has the better the story. The development of short story writing skills through several stages, namely developing short story elements to be poured in the form of writing.

The grading scores write short stories based on the assessment of the results (Nurgiyantoro, 2009: 306) with sufficient development. The grading grid is selected because it meets the completeness of both content and mechanical assessment. The weight of scores on each aspect is based on the importance of each aspect of the essay. For more details can be seen in the following table.

Table 1 Grids of Short Story Writing Grids

Maximum Score	Aspect	Criteria
20	Content	The Suitability of Stories with Themes Creativity in Developing Stories Story Exhaustiveness Story Compatibility with Source Stories
15	Organization and Presentation	Presentation of Elements in the form of characters, plot, and storyline Synthesizing Story Elements Sequence Sequence Story
15	Language	Word or Dictionary Options Sentence Arrangement Use of Majas

The process approach is a learning approach that emphasizes the learning process, activities and creativity of learners in acquiring knowledge, skills, values and attitudes, and apply them in everyday life. In meaning, includes the physical, mental and social involvement of learners in the learning process, to achieve a goal. The process approach is based on the view that each learner has different potential, and in a normal situation, they can develop their potential optimally. For that reason, the teacher's job as an educator is to provide convenience to the students by creating a conducive environment so that all the students can develop optimally.

A process approach is a teaching approach that provides an opportunity for students to appreciate the process of discovery or the preparation of a concept as a process skill. The process approach is a process-oriented approach, not a result. In this approach, the learners

are expected to really master the process. This approach is important to train thinking power or develop the ability to think and train psychomotor learners. In the process approach, the learners should also be able to illustrate or model and even experiment. Evaluation of assessed learning is a process that includes the truth of work, accuracy, accuracy, tenacity in work and so forth.

The process approach is a teaching-learning approach that leads to the development of fundamental mental, physical and social abilities to mobilize higher abilities within the student's self. Skills mean the ability to use the mind or reason, whereas effective and effective actions to achieve a certain outcome include creativity.

The process approach is a student-centered approach. Students are given the widest opportunity to develop knowledge, attitudes, experience, and skills in learning. The process approach is not implemented simultaneously but gradually covering (a) the preparation stage, (b) the stage of implementation, and (c) the follow-up phase. The process approach will be effective when it suits the intellectual readiness. Therefore, the process approach should be arranged in a logical order according to the student's level of ability and experience, eg before conducting the research, the student must first observe or observe and hypothesize. The reason is that students can recreate the concepts that exist in the mind and be able to organize them. Thus, the success of children in learning the Indonesian language in writing essay using the process approach is a change in the behavior of a child who has not understood the Indonesian language being studied to understand and understand the problem.

The process approach is an alternative that can improve the learning outcomes of writing. In general, writing learning based on process approach has stages (1) prewriting strategy, (2) strategy of engraving, (3) content improvement strategy, and (4) editing strategy. Writing activity with process approach is done gradually from the beginning of excavation idea until publication stage. Tompkins (2010: 52-60) divides the stages of writing into five phases: prewriting, drafting, revising, editing and publication. Tompkins also stresses that these writing stages are not linear activities. The writing process is nonlinear, meaning it is a recurring round. For example, once you have finished editing the article, the author may wish to review its compliance with the original postal or draft framework. Activities undertaken at each stage may be elaborated. Thus, the overall drawing process of writing, from start to finish writing.

Research Method

This research uses qualitative approach. Bogdan and Taylor in Aminuddin (1990: 14) states that qualitative research is a research procedure that produces descriptive data in the form of written or oral words about people and behavior that can be observed.

This approach is chosen according to the research title that will examine the problem of learning in the classroom. This is in accordance with the characteristics of qualitative research, ie (a) the data in this study are collected directly from the real environment, (b) students as an instrument, (c) descriptive, and (d) prefer the process rather than the outcome.

Sources of data in this study is a short story writing learning event using a process approach. Data obtained from the subjects studied, namely students PGSD FKIP Untan III semester. Selection of PGSD FKIP Untan as a place of study with the consideration of research lecturers is a permanent lecturer in the study program. Selection and consideration of research conducted on the third-semester students seen from the courses that appear in the odd semester. The corresponding course is High Class Language and Literature Learning. Writing short stories part of the subject making up fiction is a learning competency that must be mastered by prospective elementary school teachers. The research procedure used in this research refers to planning, implementation, data analysis, and report writing.

Data collecting technique used in this research is direct observation technique and document observation. The data collection tools used are field notes and documentation pertaining to the learning process and learning outcomes. Analysis of this research data is done by following the flow of data analysis developed by Miles and Hubberman (1992: 15-20). Activity analysis begins with data collection, data reduction, data presentation, and inference/verification.

Results and Discussion

A. Results

Research on learning short story writing using process approach is done with three stages, namely planning, implementation, and data analysis. Planning stage, the authors identify the problems that occur in learning to write short stories and find the right solution to be used in improving the skills of students writing short stories.

Planning Stage. The first step taken after identifying the problem is to assign students to write a short story with an agreed theme. The resulting short story is analyzed from the aspect of the builder of a short story. Having known the ability of early students write short stories, then the authors designed the learning scenario by applying the process approach to learning to write short stories. Implementation of learning is designed following steps (a) pre-writing, (b) drafting, (c) revising, (d) editing, and (e) publishing. Learning activities are organized for 4 (four) meetings, each meeting is held with a time allocation of 100 minutes.

Implementation Phase. The implementation stage is carried out in 5 (five) meetings. Implementation of learning follows the schedule lectures that have been prepared. The first meeting took place on Tuesday, September 20, 2016, the second meeting on Tuesday, September 27, 2016, the third meeting on Tuesday, October 4, 2016, the fourth meeting on Tuesday, October 11, 2016, and the fifth meeting on Tuesday, October 18, 2016. The details of each meeting were described as follows.

The first meeting was held on Tuesday 20 September 2016 at 07.00-09.10 WIB. The lecturer explains the short story and the elements of the builder. Learning short story writing is done referring to the process approach. At this first meeting, each student is asked to write his penchant on the board in turn. After all, finished writing his penchant, students are asked to group the same passion. Furthermore, students are asked to group in accordance with his penchant. The number of members per group varies depending on the same number of passions. Students are asked to discuss the framework of the essay based on the indulgence in each group. The first meeting ended with the result of each student having their own framework. Student work is being collected for a while, with no consideration working at home. The task will resume at the next meeting.

The second meeting was held on Tuesday 27 September 2016 at 07.00-09.10 WIB. At this second meeting, learning is done individually. Students are assigned to develop a framework of essays that have been arranged in groups. Some students look confused about what to write. The lecturer guides the students by asking about the problems they face when writing short stories. Until the learning ends, all the students have not completed the short story until finished. Learning is next meeting. Back lecturers collect student work with the same goal, so no one continues to write short stories at home.

The third meeting was held Tuesday, October 4, 2016, at 07.00-09.10 WIB. The lessons that are carried out still continue the unfinished activities at the second meeting. Students continue their unfinished short story. At this third meeting, students are so thoroughly working on their own short stories. Seen occasionally students talked with friends next to him. Lecturers allow this, as long as the talks are still focused on the work being given. At the end of the learning, all the students have completed their short stories to the end of the story

according to their respective perceptions. Back lecturers collect student work with the same purpose.

The fourth meeting took place Tuesday, October 11, 2016, at 07.00-09.10 WIB. The focus of today's learning on the activities of revising and editing short stories that have been made. Students make the process of revising the short story by rereading the short story that was made then replace or add the part that has not been perfect. After the process has been completed, the students edit short stories from spelling and punctuation, based on EYD (Enhanced Spelling). The process of revision and editing is complete, students are asked to exchange their short stories with close friends. Lecturers ask students to read their friends' short stories and assigned to determine the exact title of short story read. After all finished determining the title of the short story, the lecturer asks the students to read the title made and match it with the opinion of the student of the short story's writer to match the idea given. Learning is complete. Students are satisfied with the results of a short story made. Back lecturers collect student work with the same purpose. The meeting resumes next week with the short story publication agenda that has been made.

The fifth meeting was held on Tuesday, October 18, 2016, at 07.00-09.10 WIB. The focus of learning on publication activities. Students are randomly asked to read the results of short stories that have been made, other students provide comments or responses from the contents of the short story. Students look satisfied with the activity of writing short story writing that has been delivered, lecturer. This can be seen from the positive response given after the learning ended.

Data Analysis Stage. Data analysis of short story writing skills refers to the assessment of the results (Burhan Nurgiantoro, 2009: 306) with sufficient development. The grading grid is selected because it meets the completeness of both content and mechanical assessment. The weight of scores on each aspect is based on the importance of each aspect of the essay.

Table 2 Short Story Writing Skills Before Using The Process Approach

Subject Number	Total score	Grade
S01	28	56
S02	28	56
S03	28	56
S04	29	58
S05	40	80
S06	28	56
S07	30	60
S08	30	60
S09	31	62
S10	31	62
S11	28	56
S12	33	66
S13	33	66
S14	29	58
S15	29	58
S16	28	56
S17	28	56
S18	33	66
S19	29	58
S20	29	58
S21	36	72
S22	30	60
S23	32	64
S24	28	56
S25	35	70
S26	28	56
S27	35	70
Total	826	1652
Average	30,59	61,19

Table 3 Short Story Writing Skills After Using The Process Approach

Subject Number	Total Score	Grade
S01	44	88
S02	44	88
S03	40	80
S04	42	84
S05	47	94
S06	44	88
S07	44	88
S08	43	86
S09	41	82
S10	41	82
S11	42	84
S12	41	82
S13	42	84
S14	41	82
S15	42	84
S16	38	76
S17	40	80
S18	42	84
S19	41	82
S20	44	88
S21	39	78
S22	43	86
S23	41	82
S24	40	80
S25	43	86
S26	42	84
S27	39	78
Total	1130	2260
Average	41,85	83,70

Based on table 2 and table 3 above, the average of students' short story writing skills before using the process approach is 61.19 with sufficient criteria (55-70) and after using the process approach to 83.70 with good criterion (71-85).

B. Discussion

Implementation of learning to write short stories through a process approach that has been implemented in 5 (five) meetings focused on the form of short story writing activities in a structured manner. Lecturers should pay attention to all students in the practice of writing this short story in order to obtain optimal results. This learning starts from the excavation stage of the idea to the publication stage. Student activity in learning has increased so that learning is more effective and fun. Learning to write a short story by stepping up the process approach stage is able to create a fun and challenging learning process, this is reflected in the enthusiasm of students in doing short story writing tasks. Students feel not bored with learning activities that have been done.

Learning to write short stories that are often considered unattractive or difficult because it must string a story can be resolved. The guidance given from the pre-publishing stage to publishing can help students develop a story and imagination. Learning to write by following the stages of the process approach can help the lecturer to provide variations and stimuli in the task of writing a given short story.

Learning writing that emphasizes the process has a goodness when compared with conventional learning model of writing, that is more oriented to the product. The virtues are (a) the student can express his or her idea and realize the idea, (b) the student can know that he or she can learn from the ideas of friends or others, (c) the student can learn that the ideas he will write can be obtained in some way, (d) the student may begin writing incorrectly or

imperfectly, (e) the student may learn to receive, evaluate and apply the ideas derived from another friend, (f) the student may monitor and improve his own writing, g) students may feel proud of their work and the fun is communicated in writing, reading, listening, and speaking, (h) the student can develop self-reliance in thinking, and (i) the student can realize what has been desired through the concentration of ideas he has chosen own.

The skill of writing short stories of students experienced a significant change compared to the initial test of writing short stories given. This can be seen from the comparison results before and after using the process approach. Student short story writing skills before using process approach 61,19 with sufficient criterion (55-70) and after using process approach 83,70 with good criterion (71-85). For more details can be seen in the following table.

Table 4 Comparison of Short story Writing Skills

Subject Number	Initial Grade	Final Grade
S01	56	88
S02	56	88
S03	56	80
S04	58	84
S05	80	94
S06	56	88
S07	60	88
S08	60	86
S09	62	82
S10	62	82
S11	56	84
S12	66	82
S13	66	84
S14	58	82
S15	58	84
S16	56	76
S17	56	80
S18	66	84
S19	58	82
S20	58	88
S21	72	78
S22	60	86
S23	64	82
S24	56	80
S25	70	86
S26	56	84
S27	70	78
Total	1652	2260
Average	61,19	83,70

Based on the above table it can be concluded that writing learning using process approach can improve students' short story writing skill and give positive impact to the learning activity in class.

Conclusions

Based on the results and discussion in this study can be concluded that the process approach can improve students' writing short story skills. This increase can be seen from the process as well as the product. Learning to write by following the stages of the process approach can help the lecturer provide variety and stimuli in the task of writing a given short story. The improvement process can be seen from the process of creative writing learning with process approach in student activities and the class situation in creative writing poetry learning. Student short story writing skills have significant changes. This can be seen from the comparison results before and after using the process approach. Student short story writing

skills before using process approach 61,19 with sufficient criterion (55-70) and after using process approach 83,70 with good criterion (71-85).

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