

The Development of Enrichment Book About Writing Well Characterized Short Stories in Highschool

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Abstract

This study aims to (1) describe the form and function of figurative language in the poetry anthology *Perahu Kertas* by Sapardi Djoko Damono, (2) describes the form and function of images used in the poetry anthology *Perahu Kertas* by Sapardi Djoko Damono, (3) describes the relationship of figurative language to images in the poetry anthology *Perahu Kertas* by Sapardi Djoko Damono. The analytical method used is descriptive semiotic analysis through heuristic and hermeneutic reading to reveal stylistic aspects and comparative analysis to describe the relationship between forms and functions of figurative language and imagery in the poetry anthology *Perahu Kertas* by Sapardi Djoko Damono. The results of the study based on data analysis showed (1) figurative language found, among others, was dominated by figure of speech and idioms with a limited number. The function of figure of speech is found, namely as the creation of aesthetic effects and comparison of meaning (2) the imagery data found is dominated by motion imagery with the function of reinforcing meaning to form imagery for the readers (3) there is a relationship between forms of figurative language and imagery in poetry anthology *Perahu Kertas* by Sapardi Djoko Damono

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INTRODUCTION

The declining ethics and characters among the new generation become a general concern in the society. Student fights, protests, motorcycle gang, unprotected sex, drugs, brutality, violence, robbery, gang brutality, and murders, are the examples that shows how ethics and good characters are declining among the youth. The effort to instill positive characters through habituation of good manners that fit into the moral values and the tradition of religious country needs to be implemented and improved more (The Ministry of National Education Research and Development Curriculum Centre, 2010).

Nowadays there are fewer young people whom still able to speak articulately and portrayed good manners towards others or to those who are older than them. (Kusuma, 2007). This shows the need of a development of character study among the new generation, especially students.

Character implementation is a straightforward mindset that hoped to be carried out in schools' education. This means, the implementations of character study at schools does not need to change the applied curriculum, only special attitudes and creativity from all the party involved in the ongoing education is what needed. Good character cultivation to build virtue value (Fahjarudin, 2009). A different opinion from Zubaedi (2006) stated that social value gives guidelines for humans to care for others, living harmonically, have discipline, honoring democracy, and live responsibly.

The efforts needed to realize this purpose is the infrastructures for studying. The Curriculum and Booking Centre, is responsible for the improvement of studying tools are in the form of teaching material. The advanced teaching material can become the guidelines to the developed an enrichment book that fit with the situations and conditions of the involved education units.

Suroso (2007) stated that an additional teaching guide that is included is an enrichment book that contains guidelines and few os main

discussion of a particular subject, systematically arranged, supported by the current curriculum, and used for enriching the knowledge and expanding the students' outlook for shaping character, personality, attitude, as well as developing creativity and entertainment. Whilst Eka (2018) stated that an enrichment book is one of the tools for reaching the studying purpose. An enrichment book's function is for improving the teaching material. The enrichment book that is written in Bahasa Indonesia could be an instrument to improve the studying Indonesian language's material. An enrichment book about writing well characterized short stories could improve the skill of writing short stories. An enrichment book is for improving the insight, experience, and knowledge of the readers. Additional subject and improvements are included in the enrichment book.

The need of an enrichment book at school is very significant for boosting up the quality of the learning experience. According to Muhammad Idris Afandi dan Ida Zulaeha (2017) the availability of the enrichment book could be utilized as an accompaniment facility that is able to give additional knowledges, improve the creativity, and shape the students' characters, has not been reached yet. The learning text books that are currently available contains a lot of language and literature learning materials that have to be mastered by the learners. A text-based learning will be practiced and developed students' ability to think systematically and transfer their thoughts into written text (Sari, Devita, and team, 2014).

Writing short story learning experience got a limited studying time. The learning material of writing short stories usually contains the examples of short stories, the intrinsic and extrinsic elements of a short story, and an evaluation. According to Dalman (2015) writing is a communication tool to deliver a message in the form of written text to the other party, using a writing tools as the media.

Nurhayati (2010) explained that a short story is a fiction or "something that has already been constructed, founded, made, or made up".

This explained that short stories could be made in any situation. The situations described could be about evil, corruption, and avoiding the declining ethics among the teenagers. Eka Indriani Safitri and Ahmad Syarifudin (2018) conducting a research with a purpose to developed an enrichment book in writing exposition text with integrating the movement of anti-drugs in order to give the knowledge to students concerning the drugs that have to be avoided and stayed away from.

Meanwhile, the research that is conducted by Rahmawati (2016) about the effects of the ability to listen and write short stories. The research's outcome shows that there are effects between the ability to listen and the skill to write short stories. The influence given of the ability to listen and the skill to write short stories is 83,7.

The declining of ethics and characters among the teenagers becoming a significant concern for the educators whom is which has been trusted by the parents to cultivate, teach, and guide the students at the school. The learning of Indonesian literature has a role to shape the characters of the learners, further emphasized the urgency to develop an enrichment book in hopes that it could help to shape the characters of the students. The scope of the study is how to analyze the needs, preparing the fitting fundamentals and the prototype of the enrichment book about writing well characterized short stories, as well as the effectivity in its use to help shaping the characters of the students.

METHODS

The research that is used by the writer is Research and Development. For the development of the learning process in class taken with modified steps according Borg and Gall's opinion (1983) taken from his book, Sugiyono (2012) is (1) research and information collecting, collecting information and initial research; upon learning about writing short stories, the students facing difficulties to write a story without additional times given to continued it at home, (2) planing, planning;

setting the enrichment book of writing short stories production, (3) develop preliminary form of product, format or model development; assemble a prototype of the enrichment book of writing short stories, (4) preliminary field testing, the preparation of the field test; the arrangements of the prototype trial use and distribute a filling sheet at the schools, (5) main product revision, trial product revision that has been field tested; fixing the contents and spellings to better fit, (6) main field testing, undergoing field test; tested at the selected schools, (7) operational product revisions, revision of the feedback acquired from field test; collecting the data from the feedbacks and the trial for improvements, (8) operational field testing, the implementation of the trial and learning test; the prototype's trial run at the selected schools, (9) final product revision, revision of the final product; revision and fixing the contents and spelling, and (10) dominition and implementation, establishment and application; deciding the prototype that has been revised and tested to be produced as enrichment book.

The writer applied four steps of research and development of this study. First step is the initial study, theoretical reviews, the analysis of the necessity, and observing the available product. In the initial study, writer observing the class during learning process of writing short stories. From that experience, discovered students' difficulties to start writing a short story, asked for examples, requesting for additional time to continue the writing at home as a homework due to the limited time given. In the theoretical review, writer searching the theory that is relevant from the referenced books that correspond with theory that the writer needed as a base to assemble the enrichment book about writing short stories. In the analysis of the necessity, writer recorded all the acquired information from the distributed questionnaire among the students and teachers. Regarding the product observation, writer have not yet found similar enrichment book about writing well characterized short stories. Second, is the developing the product or the new program. For

the product development, writer assembled a enrichment book about writing well characterized short stories. Third, is testing and validating the product or the program that is developed by the experts. The writer carried out a trial for the prototype at the selected schools. For the validation process the writer enquired the experts to provide inputs and validation. Fourth, is the production, distribution, and implementation of the researched product. During the production process, the writer thoroughly edited and printed the enrichment book about writing short stories. For the distribution and the implementation, the writer utilizing the selected schools to allocate the enrichment book about writing short stories.

The development process of the enrichment book about writing short stories, the activity included (1) analyzing the necessity of the developed product, recorded the data, and concluded the what the further requirements through the questionnaire that distributed among the students and teachers in the selected school, (2) the result of the research assessments that corresponded with the developed product, analyzing the data, and concluded the requirements for an enrichment book, (3) the product development is based on the research results, which means the assembling of the enrichment book about writing well characterized short stories is based on the results of the distributed questionnaire, (4) the field trial at the selected schools, where the product will be utilized, and (5) product revision to correcting the laxity which found during the test trial. The research only developed into 5 stages due to the limited time to conduct the research (Sukmadinata, 2005).

This development research chose the first-year students of SMA Negri 1 Sayung, SMA Negri 2 Sayung, and SMA Negri 7 Semarang as the subject of the study to analyzed the necessity of the enrichment book about writing well characterized short stories, as well as the desired fundamentals for the book's development.

The method used to analyze this research is percentage descriptive statistical analysis that

refers to the process of selection, focusing, simplification, and transformation of raw field data. The selection process is by counting the data and recording it using a table format. The focusing process is by categorizing the data according to its contents. The simplifying is by incorporating the data with each similar type. The transformation is by changing the collected data into percentage descriptive statistical formula. The collected data will be developed to become a prototype of an enrichment book about writing well characterized short stories in high school. The students and the teachers' necessities as well as the assessment from the experts and teachers, the prototype of the enrichment book about writing well characterized short stories are base foundation of the product development of the enrichment book about writing well characterized short stories.

For processing and analyzing the data, the writer uses the qualitative and quantitative research method. The collected data will be in the form of answers and assessments that qualitatively categorized. The score is processed quantitatively using the percentage description. The collected data from both methods are from the result of experts and teachers' assessment of the prototype of an enrichment book about writing well characterized short stories. The assessment is the direct result of the trial of prototype of the enrichment book about writing well characterized short stories with a purpose of proving the validation level of the necessity of the enrichment book of writing a motivating short story and the necessity of a learning book about writing short stories at the schools. In the table below showing the score of the experts and teachers' assessments of the prototype's trial of the enrichment book about writing well characterized short stories in high school. The data is acquired using the distributed questionnaire with the ratio of 1 – 4, to further shows the validation of the experts' assessments in the intervals below.

Table 1. The Average of Criteria Score of the Experts and Teachers' Assessments of Prototype Trial of the Enrichment Book

Average Score	Assessments Category Of an Enrichment Book
1,00-1,75	Poor
1,76 – 2,50	Average
2,51 – 3,25	Good
3,26 – 100	Very Good

The results of the assessment scores of the enrichment book mentioned above, it can be seen whether the enrichment book about writing well characterized short stories by utilizing short stories or motivational story books can be developed and used as a learning instrument for students at schools. The result of the experts and teachers' assessments shows that the enrichment book is still in the poor category, meaning that the product development revision based on the evaluation given by the assessors, namely the

experts and teachers, is still required. The result of the assessment can be categorized as good, meaning that the product developments is carried out after phases of revisions based on the evaluation for improvement given by the assessors, namely the experts and teachers.

The following data is collected from the character test. The test utilizes 20 items, each item is measured using the scale of 1-9, to determine the level well-mannered character shows in the calculation method as follows.

Maximum score	: $20 \times 9 = 180$
Minimum score	: $20 \times 1 = 20$
Range	: $180 - 20 = 160$
Theoretical mean (μ)	: $20 \times 5 = 100$
Standard deviation (s)	: $100 : 6 = 16,7 = 17$

Based on these calculations, the criteria created.

Interval		Kriteria
$x < m - s$	$x < 83$	Kurang santun
$m - s < x < m + s$	$83 < x < 117$	Cukup santun
$m + s < x$	$117 < x$	Santun

RESULTS AND DISCUSSION

The focus of the research and discussion is the activities details that carried out by the writer in the efforts of research and development to provide a learning material of enrichment book for students.

Regarding to the Learning to Write Short Stories in three schools that has been chosen as the subject samples the student respondents mainly expressed appreciation for learning to write short stories. The most favored theme of the short stories by the students is romance, closely followed with

nationalism/heroism/model figures, socio-religious adventure fiction, psychology/motivation, and comedy. The students' most favored theme is romance, this is in line with the developmental phase of teenagers whom are starting to be attracted to the opposite sex. The second preferred theme relates to heroism/exemplary stories shows the students' needs for figures that displays personal excellence.

Students assessment of the learning process to write short stories at school has not reached a satisfactory level or lacking optimality. The difficulties experienced in the writing short

stories lessons are mainly relates to exploring and developing short story themes, language, understanding and applying the intrinsic elements of short stories. The difficulties are related to the practice of writing short stories. This caused by the lack of experiences in writing short stories. Majority of the students stated that the had never written nor produced short stories. This further confirms that the practice of writing short stories in Indonesian language learning has not received an adequate portion.

According to the perception of the majority of the students, a story that is suitable to write short stories is all stories on condition that the story is interesting, various of it are about the meaning/struggle/experience of life, stories that have the ability to motivate them to a better path. Thus, the majority of the students considers good short stories according to them are the ones that have the ability inspire and become examples for their personalities and developmental tasks.

Difficulties experienced by the students cannot be separated from the existence of the enrichment book about writing short stories that the students have not yet possessed, based on the students' perceptions and understandings, enrichment books as a companion/complimentary book of the main books that is utilized in the schools as learning material books, and a few portion of students compared it with LKS or BSE. Enrichment books have not been considered as a learning material book that are important to study the subject matter by the students. The students' interest in owning an enrichment book is still relatively low, further proved that the majority of the students have never bought and have never read an enrichment book writing short stories.

According to the students' viewpoints, the enrichment material for writing short stories that has been received up till the present is only consists of short stories, in which is not easy to understand/the contents/the sentences, the theme/story is less interesting or less impressive, the appearance is less desirable, less motivating, and the explanations (theory and practice

guides) are lacking in details. These inputs are taken into consideration for the content and design of the short story writing enrichment book that will be produced.

Regarding the students' expectations with the availability of an enrichment book for writing short stories, here presents the main points of the subjects' opinions on this matter. The students have the inclination to immediately open and read the book, is able to be a source for learning material, have a better understanding and motivated by it, acquired guidance and technical for writing short stories, able to motives them to write, able to motivated the students to improve themselves and is useful for their developments.

Suggestions that has been collected from the students for the enrichment book about writing short stories includes, thorough content, motivating personal improvements and encouraging noble behaviors, interesting story content, easy-to-understand language, involving the real life of teenagers and youth, containing technical aspects of how to write short stories, colorful and illustrated, consisting of characters that possessed good values, provides the educational and social themes, varies, funny, and romantic, suitable for the current curriculum, intriguing and holds meaning.

Related to the students' opinions about character components in short stories, the incorporation of characters in books is crucial., the characters need to be included inside the short stories component that will be compiled. The characters proposed by the respondents included in the short stories about religion, tolerance, politeness, social, motivation, the readers' success, good morals, respects, educating, and inspiring.

The preferred titles are the enrichment book about writing well characterized short stories in high school and the enrichment book for writing short stories for high school. The front cover consists of the title, the level of the education unit, illustrations of literary figures, no need to include the usage instructions usage in the introduction, instead provided an inner cover, a preface, and a table of contents. The

characters' values must be included. The enrichment book about writing short story would be divided into three parts: a) learning activities, b) exercises and assignments, c) evaluation/competency test. Regarding the compositions between theory and the examples for the discussion section, majority stated that it should be adjusted according to the necessity. Likewise, length of reading text will adjust to the necessity. The purpose of learning through enrichment books are expected, the reason being so that the students understand the theory, are able to write short stories, and possessed good characters. Majority number of the students agreed the necessity of additional/supporting information in the enrichment book about writing short stories providing that it is important and relevant to the material.

Students prefers the type of enrichment book which the evaluations answers could be founded in the discussion section. The students' suggestions for the ending of the enrichment book should include a glossary, bibliography, evaluation, and an index about the language

used in the enrichment book. The majority of the subjects prefers a formal and straightforward instructions and directions, the use of absorption words not becoming a significant concern, the subjects preferred to be referred as students or you.

Related to the presentation format of the enrichment book, the students prefer the font size 12pt, book size/dimension 21 x 29,7 cm (quarto), HVS paper type 60gr. The presentation of the of the proposed contents are illustrated, in colors, with a variety of appropriate fonts, and the preferred text color is black.

The effectiveness of the enrichment book about writing well characterized short stories in the implementation of polite behaviors could be observed in the results of a polite character test that were taken after the subjects utilized the enrichment book about writing short stories. The polite character test utilizes 20 items, each item is measured using the scale of 1 up to 9. Based on the results of the analysis in favor of the preferred attitude that related to politeness, the following description obtained.

Table 2. Results of the Test of Polite Character After Utilized the Enrichment Book about Writing Short Stories

Interval	Criteria	f	%	
$x < m - s$	$x < 83$	Less Polite	1	3
$m - s \leq x < m + s$	$83 \leq x < 117$	Quite Polite	12	39
$m + s \leq x$	$117 \leq x$	Polite	18	58
Total			31	100

Table 2. Shows that approximately 58% of the students tend to possessed well manners, 39% students are quite polite, and only 3% of the subjects classified as less polite. Polite characters are observed during the interactions with other

people. During a conversation with a friend, certain parts of the friends' face or body is considered as a benchmark for politeness. The result of the polite test while conversing with another is recorded in Table 3.

Tabel 3. Politeness When Conversing

The Focused Body Parts When Conversing	Score	f	%
1. Forehead	7	1	3
2. Eyebrows	8	2	6
3. Eyes	9	16	52
4. Nose	5	0	0
5. Mustace	4	0	0
6. Lips	3	10	32
7. Mouth	2	1	3
8. Chin	6	1	3
9. Chest	1	0	0
Total		31	100

Tabel 3. Shows that the majority of the students (52%) focusing on the eyes of the other speakers and obtained the highest score of 9, however 32% of the students focusing on the other speaker's lips and obtained a low score of 3 due to the nature of it is deemed less polite. For example, when walking to the class and passing a garden of ornamental plants, several students are unconsciously plucking the flowers/leaves as they passed by. This deemed bad, because the action damaged the plants and polluted the environment. A sentence that is used portrayed a person's politeness.

The obtained analysis of necessity results stated that the majority of the students enjoyed the learning process of writing short stories, however viewed from different perspective, the learning process has not yet satisfactory nor optimal. Because of its tendency to be too theoretical. The difficulties experienced by the students are about find out the suitable theme and the language structures as the main problems due the lack of practice of writing an adequate short story. The stories used for guidance in writing short stories are engaging, inspiring, and able to be a good example for the students' character. The implementation of the characters values in the enrichment book is viewed as important. Therefore, the enrichment book about writing short stories needs to be developed. The fundamentals of the enrichment book about well characterized short stories is to accommodate the learning process, practices and assignments, as well as the

evaluation/competency test, the composition between the theory and examples is adjusted according to the necessities. The insertions of additional/supporting information is necessary provided that it is important and relevant to the material. The enrichment book about well characterized short stories prototype consist of writing, short stories, writing short stories, the intrinsic elements, character, 18 characters, the steps of how to write short stories, and examples of short stories. From the validation trial results, obtained the average data of 3,75 classified as valid. The enrichment book about writing well characterized short stories classified as effective for shaping polite manners, proved by the polite characters test after the students utilized the enrichment book about writing short stories. Approximately 58% of the students tends to possessed polite characters, 39% classified as quite polite, and only 3 % are deemed less polite.

CONCLUSION

The enrichment book about writing well characterized short stories classified as effective in regard of shaping the polite manners in high schools, observed from the result of the polite character test after the students utilized the enrichment book about writing short stories. Approximately 58% of the students tends to possessed polite characters, 39% classified quite polite, and only 3% are deemed less polite.

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