

CONSTRUCTIVISM LEARNING IN WRITING OF LITERARY WORKS

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ABSTRACT

Constructivism is a function as a method in learning both science and socio-cultural sciences, including literary learning. The purpose of this research was to find out the Increasing of student's performance in writing literary works and to know the effectiveness of constructivist methods in the teaching of writing literary works. This study was experimental method. There were 30 samples in this study, and the assessment was through tests and non-tests. The post-test showed a higher difference than the pre-test, that was 18%. So the constructivism method can be used in the teaching of writing literary works and able to improve student writing competence. The method of constructivism helps students to organize creative ideas in writing literary works. Students can develop ideas, characterizations, good storylines and the ability to raise current phenomena in writing stories.

Keywords: constructivism, literary elements, literary works, writing competence.

ABSTRAK

Konstruktivisme selain sebagai teori pembelajaran juga dapat berfungsi sebagai metode dalam pembelajaran baik sains maupun ilmu sosial budaya termasuk pembelajaran sastra. Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kompetensi menulis karya sastra mahasiswa dan untuk mendeskripsikan efektifitas metode konstruktivisme dalam pengajaran menulis karya Sastra. Penelitian ini menggunakan metode eksperimen. Terdapat 30 sampel dalam penelitian ini, dan penilaian melalui tes dan non tes. Hasil *post-test* menunjukkan selisih lebih tinggi dibandingkan hasil *pre-test* yaitu 18 %. Sehingga metode konstruktivisme dapat digunakan dalam pengajaran menulis karya sastra dan dapat meningkatkan kompetensi menulis mahasiswa. Metode konstruktivisme dapat membantu mahasiswa mengorganisir ide-ide kreatif dalam menulis karya sastra. Mahasiswa mampu membangun ide, kekuatan penokohan, alur cerita yang baik serta kemampuan mengangkat fenomena kekinian di dalam penulisan cerita.

Keyword: konstruktivisme, elemen Sastra, karya Sastra, kompetensi menulis

INTRODUCTION

Writing is one of the written communication skills as language media in conveying ideas and opinions with a particular language style. By having writing skill, someone can encourage their selves to organize idea, clear their thinking,

receipt and processing the information in written form. The writing ability is undoubtedly different from speaking ability. According to Tarigan (2008) that writing ability is one of productive and effective language skill other language skills; it is used in indirect communication with other people. Writing is very important for someone, especially for the university students to build up their communication way in written form, to be productive and to be individual learner after class.

The university students as academic society required being able to write ideas in a variety of other languages, especially students of literature; they are required to be able to write literary works. Writing literary works is different from writing in academic language because literary writers use the ability of imagination to be able to describe a fact of humanity more subtly or more politely. As it is known that, literary works are a description of the social phenomena of a society in which they are written or documented. Pierre Bourdieu, as a philosopher and literary enthusiast, sees the position of literary writers as comparable to literary works, other confessions, and awards and so on, according to him, literary works and biographies of literary writers cannot be separated from each other. Literature and literary works are labeling and processes that are very complex and very identical to the socio-cultural situation of a society where the writer describes his work (Faruk, 2012). The presence of literary works is a separate learning medium for the reading community. To this day, it is still essential to compare it to information from other media. As said by (Faruk, 2012) that literary work is a fact of humanity and also the cultural facts of society. As of writing, it is undoubtedly different from the facts of culture or other social systems such as works of art, sound art, technology works, industrial works, economic systems, political systems and religious systems. Cultural facts or the system is an individual relationship within the community between actions. Still, literary works are more about systems of meaning and signs, between aspects of expression with thoughts, between external (extrinsic) and internal (intrinsic) aspects. Thus literary works have distinctive characteristics with language and systems of meaning related to social facts. Scientists call it literary works as a sign system or something that is semiotic.

Literary work as a sign system presents a social reality of the community, facts of imagination and ideas in the form of a writer's offer of a problem. So far, the world of literary writing is generally dominated by famous writers or writers with a myriad of works because writing literary works is considered complicated. In addition to the predicate of difficulty, writing a literary work also requires sensitivity and social awareness by the writers in describing the social realities that they faced because literary writers have a keen imagination and can express something that does not appear in plain sight. The author is often attached to writers, artists, cultural figures, critics, scientists, even to the level of the philosopher. Literary work requires linguistic knowledge such as the element of language, syntax, semantic, metaphor as figurative language. Figurative language is part of the style of language used to enrich the language, including in speaking and writing literary works (Muthmainnah and Rijal, 2018).

Students of English Literature study program in Makassar Islamic University as the academic generation in the field of literary science certainly need to endeavour so that the productivity of writing increases with the hope of producing more creative and productive writers in the future. One appropriate method that can be applied in learning to write imaginative literary works (poetry, drama and prose) is to use the constructivism method. The constructivism method is part of the Contextual Teaching and Learning (CTL) learning strategy (Rijal, 2016). This method can facilitate students in writing literary works if applied according to good theorization and procedure. Constructivism is the process of building new knowledge in students' cognitive structures based on experience. Knowledge comes from outside but is constructed by and from within itself. Thus, knowledge is formed from two crucial factors, namely the object of observation and the ability of the subject to interpret the object. Thus, knowledge is not static but dynamic, depending on the individual who constructs it. Furthermore, constructivism learning methods emphasize the development of abilities, skills (hand-on), and thinking (mind-on). In the implementation of constructivism theory and the theory of teaching student-centred learning, educators are at the level of mediators, managers and evaluators.

There have been many efforts and treatments carried out by teachers in improving students' competences in language, including writing competence, including (Ramli and Ardiana, 2018). They have tried to combine between constructivism methods and others such as cognitivism and behaviourism. Regarding the implementation of the method can encourage the students' motivation in learning. The teacher also can adapt well to the method of teaching. The use of cognitive methods makes students' competencies increase, so cognitive methods are considered as effective methods in developing students' writing competencies. (Ameliah, et al., 2019) have done the treatment also to measure the students writing ability by using picture media. By using this media, it can improve the students' writing procedure text well. It means that this treatment and the theory work well.

Various way of teaching has implemented by the researchers as the way to encourage their students in the classroom. A lack of them combines the model of teaching and constructivism method in general teaching and learning to increase the student's motivation and the students' values. But, nowadays there is still a lack of references in the implementation of constructivism methods in increasing the performance of the students' writing of literary works. So this study aimed to answer the hypothesis that did the students of English literature department can improve their witting performances through the constructivism method in the literary writing class. The purpose of this study also is to see whether the method of constructivism is useful in teaching writing literary works. Effectiveness is a measurement of the success of learning to write literary works based on predetermined goals. Constructivism is a method that uses steps as orientation, restructuring of ideas, using ideas in many situations, and review. Writing literary works is the activity of pouring ideas into a piece of writing that has the building elements of a literary work.

LITERATURE REVIEW

Constructivism is a theoretical approach in communication that was developed in the 1970s by Jesse Deli and his colleagues. In constructivism theory, where the individual interprets and act in the various conceptual categories which exist in their minds. According to this theory, reality does not show itself in a rough form but must be filtered first through how someone sees something (Morisson, 2009). Constructivism theory is a synthesis of several theories into one new theory. Including assimilation of the behaviorist and cognitive paradigm, and this theory emphasizes the learning process that focuses on the understanding and exploration of experience (Sjoberg, 2007). The theory of constructivism states that individuals interpret and act according to the conceptual category of mind. Reality does not describe the individual but must be filtered through the way people view reality.

Constructivism theory is built based on existing theories, namely, personal construction or personal construction (personal construct) (Ackermann, 2011; Sjoberg, 2007). Constructivism method stated that the students understand their experiences by grouping events according to their similarities and differentiating things through their differences. The concept of constructionists was introduced by sociologist Peter L.Berger with Thomas Luckman..

The constructivist paradigm is influenced by the perspective of symbolic interaction and functional structuralism perspective. This perspective of symbolic interaction says that humans actively and creatively develop responses to stimuli in their cognitive world. In the social process, the individual human being is seen as the creator of a relatively free social reality in his social world. Social reality has a meaning when the social reality is constructed and interpreted subjectively by other individuals so that it stabilizes objectively.

The implication of constructivism for the learning process in accordance (Lasmiyanti and Sarwono, 2019; Sumarsih, 2009; Utami, 2016) that knowledge is obtained through individual construction by interpreting the reality faced and not through the accumulation of information. The implication in the learning process is that educators cannot directly provide information. Still, the learning process will only occur if students are dealing directly with certain realities or objects. Knowledge is obtained by students based on the transformation process of the cognitive structure. Thus the task of educators in the learning process is to provide concrete objects of knowledge, ask questions by the experience of students or provide concrete life experiences (values, behavior, attitudes, and things experienced) to be used as objects. The constructivist believes that knowledge is formed in individuals based on the cognitive structure they have. The cognitive structure has implications for the learning process that emphasizes the personal activities of students. Thus learning process can run smoothly, and educators are required to recognize the level of cognitive development of students carefully. Based on his understanding, educators design learning experiences that can stimulate the cognitive structure of children to think, interact to form new knowledge. In the learning process, an educator must

create authentic and socio-cultural and natural experiences for his students. Learning material needs to be contextual, relevant and taken from local socio-cultural experiences. Educators cannot force a material that is not related to the real-life of students. Coercion will only cause rejection or cause boredom or will hinder the process of students' knowledge development. In the learning process, educators must provide autonomy, freedom for students to explore problems and solve them individually and collectively so that their thinking power is stimulated to be able to shape new knowledge and meaning optimally actively. Educators in the learning process must encourage the occurrence of high-level cognitive activities such as classifying, analyzing, interpreting, predicting and concluding.

Educators design tasks that encourage students to look for individual and collective problem solving to increase high confidence in developing personal knowledge and sense of responsibility. In the learning process, educators must provide the broadest opportunities for dialogue to occur among fellow students, and between students and educators, so that all parties feel responsible that the formation of knowledge is a shared responsibility. By giving questions and tasks related to a particular topic, case study, explored individually or collectively, group discussions, writing, dialogue and presentations in front of the class. The student will find new experience and input from the sharing session.

Constructivism in learning is not something new but has been applied by several experts in the field of teaching. (Driver and Oldham in Suparno, 2001) say that learning that uses a constructivism approach consists of the following steps, such as orientation, and ideas reconstruction. The orientation of the students develops their motivation in the learning process from a particular topic. Students are allowed to hold observations on the topic to be studied. In this step of elicitation, students are helped to express their ideas clearly by discussing, writing, making posters, and others. Students are allowed to discuss what is observed in the form of writing, pictures, or posters. The last step is idea restructuring, and in this case, the ideas can be restructured by ideas clarification, build new ideas, learn new ideas, use ideas in any situation, and review. Ideas clarification are contrasted with ideas or friends through discussion or the collection of other ideas, and one can be stimulated to reconstruct ideas if they do not match or vice versa, become more confident if the idea is good. Build new ideas are contrary to other ideas, or the idea cannot answer the questions raised by friends. New ideas are experimentation. If it is possible, it is better if the newly formed idea is tested with a new experiment or problem. Use of ideas in many situations, ideas or knowledge that have been formed by students needs to be applied to various types encountered. The learner's knowledge complete and even more detailed with all kinds of exceptions. The last steps is a review; in this step is used in determining how the idea changes. In other words, the knowledge possessed in situations that are faced daily about ideas or ideas possessed by someone needs to be revised by adding a statement or perhaps by changing it to be complete.

RESEARCH METHOD

This study was experimental. It examined the constructivism method in teaching and learning of literary work. It was addressed to know the student's literary writing competences through this approach. The population of this study was the students of English Literature Study Program of Makassar Islamic University-Makassar. The sample was 30 students from the fourth semester who have joined the essential literature subject. The primary data of this study was the test result. The pre-test was given to the students in the beginning treatment. Post-test was giving to the students at the end of the treatment class. Besides the test, there was class observation; it was carried out to analyze supporting factors in the learning process, including learning tools, class situations, and class readiness and student attitudes in receiving material. Observation of the work during the class takes place outside the test results including the process of student work by looking at the building elements of literary works including elements of themes, characters, settings, plots, settings in short stories and novels, as for poetry such as diction, language style, patterns, themes and mandates. Data analysis was using narrative analysis by describing the results of the data that has been obtained. Data representation was made after the presentation of data and data analysis as the final step in this study to illustrate the results of proving hypotheses.

FINDING AND DISCUSSION

Based on the background above that there are two aims of this article first is to know that; Did the students of English literature department can improve their witting performances through the constructivism method in a literary writing class? And Is constructivism method effective in teaching writing literary works?

Finding

A pre-test was conducted to determine the initial ability of students related to three aspects; first aspect; literary theory, literary history, literary elements, understanding of the types of literary works and literary criticism. The second aspect is; test about the ability to write literary works. The types of questions are essays with a total of 7 questions each; related to understanding literary theory, elements of prose literary works, elements of poetic literary works, poetry criticism, novel criticism, short story criticism, free poetry writing, free short story writing and free novel framework writing. From the pre-test activity showed that the students' values are still lack of understanding of literature theoretically and in writing of literary works as describe from the table below;

Classification	Average Score	Frequency	Percentage
Very good	80-100	-	0,0
Good	70-79	1	3,3
Acceptable	60-69	3	10

Poor	50-59	1	3, 3
Very poor	0-49	25	83, 4
		30	100, 0

Table 1; the students' pre-test score before treatment

With duration of 60 minutes and with a rating of 100 points, the lowest value is 30, and the highest is 90. The pre-test results show that of the 30 literary students in semester IV of 2018 the academic year 2019. Statistically, the average writing ability was at 36, 7667 points. The pre-test result showed that students are still a low achievement, and they were not able to create their work independently creatively. From the class, observation showed that the students' poetry and short stories writing are still lack of idea. Post-test showed that there were significances of the improvement from the pre-test activity as shown in the table below;

Classification	Average Score	Frequency	Percentage
Very good	80-100	-	0, 0
Good	70-79	4	13, 3
Acceptable	60-69	7	23, 3
Poor	50-59	11	36, 7
Very poor	0-49	8	26, 7
		30	100, 0

Table 2; the students' post-test score before treatment

Through the constructivism approach in learning of writing literary works allowed the students in creating a new idea and also find a new experience. From the total sample showed that the average writing ability of students is in the rank 36 in pre-test and 54 in post-test as shown in table 3;

	Pre Test		Post Test	
	Total Score	Mean Score	Total Score	Mean Score
Treatment group	1103	36,7667	1618	54,1467

Table 3 the mean score of pre-test and post-test

The learning process is carried out with 16 meetings of each learning contract, pre-test included the teaching of literary theory, literary history and literary criticism, after teaching theory; teaching about reviewing literary works, namely reviewing novels and short stories, also continued the application of criticism both criticism of short stories, novels and poetry. The writing of literary works carried out with free writing techniques as long as the author can convey the message and is inseparable from the elements of literary work. Constructivism method in teaching writing literary works with a student-centered is carried out by asking students for opinions regarding the writing of topics, length, the output to be achieved and each class takes 10-15 minutes of discussion method two questioners, and two observers and lecturers/researchers act as mediators. This class model is prevalent for students, and it is proven that there are only 3-4 students who are sometimes unable and rarely found students coming late.

Indoor and outdoor classes are held for four meetings, namely writing poetry, writing short stories and poetry appreciation and writing performances by reading the results of both short stories and poetry which are held openly such as poetry discussions, and work exhibition. The students' response to this method is excellent. From the students' feedback showed that there were some innovations from their performances; there is some variant of writing style, the using of figurative language, the topic writing selection, theme and characterization.

Discussion

The research tried to analyze the test result, the literary works and the feedback of the students from the implementation of the teaching method. The research concerned about the improvement of the student's competences writes literary works through the constructivism approach. Literary works mean that the work of literature of the students doing in the process of learning. Literary works have been classified to become two kinds, and they are imaginative and non-imaginative literature. The imaginative literature is prose, poetry and drama.

In contrast, non-imaginative literature is an essay, autobiography, folk tales, etc. the imaginative literary works on this research was focused on the human's fact, both in writing poetry or prose. Confirm to the theory of Piaget in learning has been exploring by some experts such as (Ackermann, 2011; Amineh and Asl, 2015; Sjoberg, 2007) that constructivism can encourage the students to explore their awareness in doing a process of learning in learning. The students were guided to write literary work by constructing their knowledge and experiences.

The research about the constructivist method in teaching-learning is as the same as another teaching method like cognitive method. The teacher has prepared the teaching planning, action, monitoring and evaluation. The planning was class designing and teaching material. The teaching process or action, the teacher, gave the brainstorming to the students about the class orientation, teaching achievement and literary work orientation. The teaching process has been done by starting from the theory of literature, the history of literature, critics and writing of literary works. The theory of literature is formalism and constructivism as the way to understanding literature and writing of literary works.

Based on the resulting research showed in table 3 above that there is an increasing point from the pre-test to post-test about 18 %. It means that the constructivism method is beneficial for improving the students' performance in writing of literary works. This method can help the teacher to apply in the literature writing class, and it can also help the students to improve their way of writing literature, both writing poetry and short stories. The constructivism theory and method proposed by (Piaget in Ackermann, 2011) is instrumental in implementing in teaching writing of literary writing works.

Their poetry writing showed some ideas and message to the readers and for the short stories writing showed the characterization and social values. This method is

something new method for their class, and they enjoy thoroughly in writing literary works. The selection of the writing topic is based on the experience of students. This way is possible to reconstruct student knowledge through life experiences. Based on the results of student discussions at the third, fourth and final meetings that students' desire to write is very high but the lack of reading material in libraries and access to literary works on campus is very minimal. The environment is essential to increase the students to learn and to compete in writing of literary work.

The value of the student's literary works showed the students' character and the social values they proposed to the reader. It means that they have social care and have the experience to explore through writing. Based on the data have been presented above showed that there was significances improvement of the students' writing competences in using the constructivism approach. The data indicated that the practice of writing literary works and constructivism method are available for the teaching and learning of literature. Even though there were some students' problems in facing the constructivism method as the way of learning such as this method is something new in literature teaching-learning, the students challenging in writing poetry and the students' prose writing still discuss their experience than the nowadays fact. Learning by constructivism method is as a maximum process and correlate the learners' experience or learning by constructing what the learners' have. It means that the learners' knowledge can be improved well. Constructivism of the learning method can organize the learners' experiences and understood well by the learner. The constructivism approach was applied by some researchers before; they claimed that it could help the students in increasing their achievement. Based on the origin theory of constructivism by Jean Piaget (in Sjoberg, 2007), Constructivism theory brings the students' become more independent learners; it is the hope also for other teacher and scholar.

CONCLUSION

The constructivism method can be applied in literary writing subjects, and it can improve the students writing performance well. The test result showed a significance score of around 18 % from pre-test to post-test, besides that, based on the analysis of the students writing showed good performances. They can describe the characteristics in their story, such as plot, setting, and theme so that the students can write the narrative poems. Still, most of them have difficulties in putting and choosing the right diction based on the poem theme proposed so that the next research should focus on one of the literary writing subjects. Literature learning is a specific subject and needs some ways and methods to help the students in understanding the messages of the literary works. The understanding of literary works includes the theory of literature, the history of literature and the critics of literature. Besides the message of the works, in this case, the students bring to create the literary works. They have to collaborate their understanding to improve their creativity and performance in writing the works.

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