

Improving Short Stories Writing Ability Through Episodic Mapping Strategies

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Abstract: This study aims to determine whether there are differences in the ability to write short stories in students who take lessons using the Episodic Mapping strategy with students who take lessons without using the Episodic Mapping strategy. This study is also to determine the effectiveness of the Episodic Mapping strategy in learning to write short stories for twelfth grade students of SMA Negeri 2 Way Ratai Pesawaran in the academic year of 2018/2019. This research uses the type of classroom action research which is carried out in the form of a cycle. The population of this study were students of twelfth grade in SMA Negeri 2 Way Ratai Pesawaran. Determination of the sample is using cluster random sampling technique. The reliability test was carried out using the Cronbach alpha coefficient formula. The calculation results show a reliability value of 0.853 which is greater than the coefficient value of 0.6. Before conducting data analysis, the normality test and homogeneity test were first carried out. The data analysis technique was carried out using the post-test and t-test scores. The results showed that the use of the episodic mapping strategy was effective in improving the ability to write short stories for class XI students of SMA Negeri 2 Way Ratai Pesawaran. This can be seen from the calculations that have been made through the assessment rubric on the ability of students to compose short stories which show that during the first cycle of corrective action the score reached 577 (less) and at the second cycle of corrective action the score reached 669 (enough), and the third cycle achieved a score of 931 (good).

Keyword: episodic mapping, short stories, writing skill

INTRODUCTION

Learning a language is a must that should not be ignored because language is a tool for communicating. This is supported by Keraf (2005:1), who explains that there are two meanings of language. The first understanding states language as a means of communication between members of society in the form of sound symbols produced by human speech tools. Second, language is a communication system that uses arbitrary vowel symbols .

Learning Indonesian further develop students' creativity to face diverse learning. Learning a language is basically learning to communicate in society. In addition, language learning also aims to improve students' ability to use Indonesian correctly, both oral and written. One of the language learning in Indonesia is literary learning. This lesson itself is very important to improve the skills of students. Studying literature is able to improve students' ability to enjoy, live, and understand literary works and take wisdom on the noble values that exist in it. Literature itself is essentially a creation, a creation not merely an imitation (Wicaksono et al, 2018). Literary work as a form and result of a creative work, in essence is a medium that uses language to express human life. Therefore, subuah literary works in general contain about the mistakes that surround human life. The emergence of literature is born behind the basic human urge to reveal its existence (in Sarjidu, 2004: 2).

Unfortunately, learning to write literary works such as short stories in school gets a very small portion of time compared to other language learning. In addition, teachers are only oriented to the results of student writing, not to the writing process, even though writing is one of the four language skills included in productive skills. Harmer (2001: 175) said that writing is one of the most difficult skills because there are many aspects that must be considered such as vocabulary mastery, grammatical rules, and others (Subing et al, 2019; Yuwono et al, 2019).

Teachers still tend to use conventional learning models (theory-example-practice). As a result, often short story writing skills become inadequate. Students eventually feel that learning to write short stories is unpleasant, burdensome, and boring. The above problems often occur in students of class XI of Sma Negeri 2 Way Ratai Pesawaran. This can be seen based on the observations of researchers who obtained the result that the ability to write short stories in students is still low. Supported by statements from Indonesian teachers at the high school, the ability to write short stories is low due to the lack of short story writing exercises. To be able to overcome the problems that arise in the xi class of state high school 2 Way Ratai Pesawaran, Episodic Mapping Strategy (Davis & Mc Pherson in Wiesendanger, 2000: 88) applied in class in teaching short story writing. This strategy can be used for knowledge of text structure, which helps students acquire the ability to identify and follow key structures in the story, such as themes, plots, settings, problems or goals, and resolutions. This strategy aims to map the concepts of the story so that the frame of the short story is visualized that makes the student's imagination more targeted (Wicaksono, 2014). As for some of the elements that adorn Mapp's Episodic mapping:

- a. This setting informs the background of where and when the story was taken.

- b. Plot: Is a storyline or an attempt by a character to make a decision from their problem or purpose.
- c. Theme: This section can be interpreted as the center of the idea of the story. This may be a lesson or an underlying subject through the main characters being learned as a result of their success or failure to achieve a goal or decide on a problem. A theme as defined earlier, telling events in a main story widens the laying of attention, for example "honesty is the best policy".
- d. Problem: Focuses on what characters are trying to swerve or stick the story into motion. Problem Solving: The purpose of this section is to be able to answer questions, how to solve the story, how the character or character succeeds or fails to solve problems or achieve goals (Wicaksono, 2017).

METHOD

This research uses a type of classroom action research. Arikunto (2010: 96) said that classroom action research is research conducted in the classroom with an emphasis on improving or improving processes and learning. This research is also an assessment of activities that are deliberately raised, and occur in a class. Classroom action research is carried out in the form of a cycle. According to Elliot (through Wiyatmi, 2006: 12), class action research is a study of a social situation with possible actions to improve the quality of the social situation.

This research was conducted at SMA Negeri 2 Way Ratai Pesawaran located on Jalan Raya Ceringin Asri Way Ratai Pesawaran Regency. The subject of this study was the students of class XI of Sma Negeri 2 Way Ratai Pesawaran with a total of 284 students, with a total of 122 men and 162 women. As for the object of research is the increase in writing short stories through episodic mapping strategies in class XI of Sma Negeri 2 Way Ratai Pesawaran Lampung Province. The model used in this study is the model put forward by Kemmis and Mc Taggart (in Arikunto et al, 2019) which uses the following research design model:

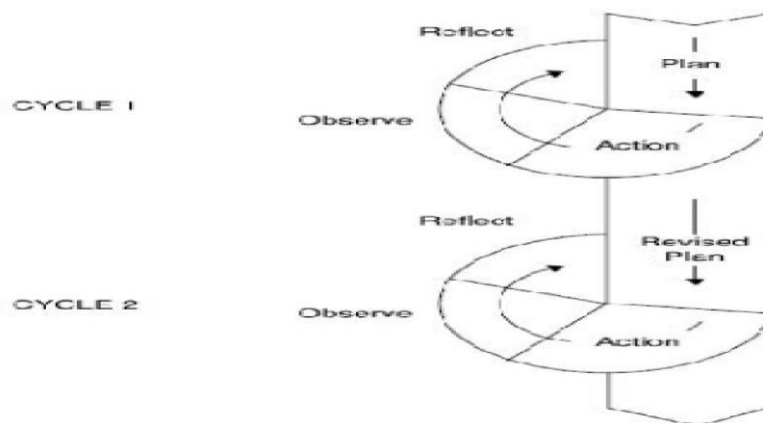


Figure 1.
Class Action Research Model by Kemmis and McTaggart

Class Action Research (PTK) has four stages formulated by Lewin (Kemmis and Mc Taggar in Arikunto et al, 2019) namely Planning (Plan), Action (Action), Observation (Observation), and Reflection (Reflection). Data collection techniques that will be carried out in this study include observations (observations), tests, questionnaires, field records, and documentation. In this study, data collection techniques were used in the form of test and nontest techniques. Researchers collect data using tests. This test is performed in each cycle. Later there will be pre-tests, cycle 1 tests, and cycle 2 tests. It does not rule out the possibility that there will be a cycle 3 test and so on if it is considered that there is still a need for treatment (treatment). In this study every test performed is to assign individually to students to write short stories on a piece of paper that has been provided. From the data collection technique in the form of this test, the instrument used is in the form of a student short story description test instrument. Aspects considered in the assessment of this test in the form of content, organization and presentation, as well as language, referring to the Ministry of Education and Culture.

This test serves to find out the ability to write students' initial short stories and the ability to write students' final short stories. This test is done by students from both control class and experimental class. Assessment guidelines are used as a foothold in assessing students' short story writing. The assessment criteria for short story writing consist of content, presentation organization, and language.

Table 1. Short Story Writing Assessment Grid

No.	Aspek	Kriteria	Skor
1.	Contents	The suitability of the story with the theme	1-5
		Creativity in developing Story	1-5
		Complete story	1-5

2.	Presentation Organization	Presentation of characters, plot and setting	1-5
		The combination of story elements	1-5
		Presentation of logical story order	1-5
3.	Language	Choice of words or diction	1-5
		Sentence arrangement	1-5
4.	Mechanic	Writing letters, words and punctuation	1-5
		Neatness	1-5
Maximum Score			50

$$\text{Final score} = \frac{\text{Perolehan Nilai}}{\text{Nilai Total}} \times \text{Ideal Score (100)}$$

Table 2. Short Story Writing Assessment Rubric

No	Aspect	Criteria	Score				
			1	2	3	4	5
1.	Contents	The suitability of the story with the theme					
		Creativity in developing stories					
		Complete story					
2.	Presentation Organization	Presentation of characters, plot and setting					
		The combination of story elements					
		Presentation of logical story order					
3.	Language	Choice of words or diction					
		Sentence arrangement					
4.	Mechanics	Writing letters, words and punctuation					
		Neatness					
Maximum Score							

The nontest technique used in this study uses instruments in the form of observations and interviews. Observations are made by researchers and teachers who simultaneously act as collaborators. The type of interview used in this study is a type of the interview is structured and open. This interview is conducted to students randomly. This research uses descriptive and quantitative qualitative analysis techniques. Qualitative analysis is used to analyze qualitative data in the form of field observations, field records, and interviews (Rusmidawati et al, 2019).

Quantitative data is obtained from the results of writing tests on each cycle (Hastomo, 2019). The form of this data is in the form of student short story writing skills scores. This score is in the form of an assessment of the

content, organization, presentation, and language in the results of the student's short story writing test. Furthermore, it calculated the average achievement of student scores on one cycle, and compared with the previous cycle.

RESULTS AND DISCUSSION

Results

This class action research is carried out in several cycles. At the planning stage, researchers prepare reference materials that need to be studied before carrying out teaching and learning activities about the preparation of Short Stories, namely: syllabus of Indonesian subjects of high school class XI, learning implementation plan (RPP) on the preparation of short stories (short stories), textbooks of Indonesian high school Class XI, and students' books of Indonesian subjects class XI.

Then, researchers prepare research instruments in the form of (a) Rubric of Assessment of Short Story Preparation, (b) Interview guidelines (discussions) to find out the obstacles found by students in the preparation of short stories. Along with the implementation of learning activities carried out by teachers (collaborators), researchers make observations using check list instruments related to the learning process and the implementation of learning given to students with short story preparation materials as in the syllabus. From the learning of the preparation of short stories for 30 students obtained the following grade data:

Table 3. Results of Observing the Ability of 30 Students in Compiling Short Stories in Cycle I

No	Aspect	Criteria	Score				
			1	2	3	4	5
1.	Contents	The suitability of the story with the theme	4	22	3	1	0
		Creativity in developing stories	6	19	3	2	0
		Complete story	7	18	4	1	0
2.	Presentation Organization	Presentation of characters, plot and setting	9	19	2	0	0
		The combination of story elements	8	20	1	1	0
		Presentation of logical story order	9	16	3	2	0
3.	Language	Choice of words or diction	8	17	3	2	0
		Sentence arrangement	9	15	4	2	0
4.	Mechanics	Writing letters, words and punctuation	8	21	1	0	0
		Neatness	7	18	4	1	0
Number of ticks			75	185	28	12	0
Score			1	2	3	4	5

Number of ticks x value	75	370	84	48	0
Total Value	577				

Table 4. Results of Observing the Ability of 30 Students in Compiling Short Stories in Cycle II

No.	Aspect	Criteria	Score				
			1	2	3	4	5
1.	Contents	The suitability of the story with the theme	1	24	4	1	
		Creativity in developing stories	2	21	5	2	
		Complete story	1	20	6	3	
2.	Presentation Organization	Presentation of characters, plot and setting	2	21	5	2	
		The combination of story elements	1	23	3	3	
		Presentation of logical story order	2	19	5	3	
3.	Language	Choice of words or diction	1	20	8	1	
		Sentence arrangement	2	19	7	2	
4.	Mechanics	Writing letters, words and punctuation	1	25	4	0	
		Neatness	3	20	6	1	
Number of ticks			16	211	53	18	0
Score			1	2	3	4	5
Number of ticks x value			16	422	159	72	0
Total Value			669				

Table 5. Results of Observing the Ability of 30 Students in Compiling Short Stories in Cycle III

No.	Aspect	Criteria	Score				
			1	2	3	4	5
1.	Contents	The suitability of the story with the theme	0	7	14	8	1
		Creativity in developing stories	0	10	10	8	1
		Complete story	1	10	6	10	3
2.	Presentation Organization	Presentation of characters, plot and setting	2	9	5	13	1
		The combination of story elements	0	5	13	10	2
		Presentation of logical story order	1	5	15	9	0
3.	Language	Choice of words or diction	1	3	16	10	0
		Sentence arrangement	0	4	17	8	1
4.	Mechanics	Writing letters, words and punctuation	1	2	18	9	0
		Neatness	3	4	15	8	0

Number of ticks	9	59	129	93	9
Score	1	2	3	4	5
Number of ticks x value	9	118	387	372	45
Total Value	931				

The results of the assessment of students' ability to compile short stories, if summarized and described in the form of diagrams appear as follows:

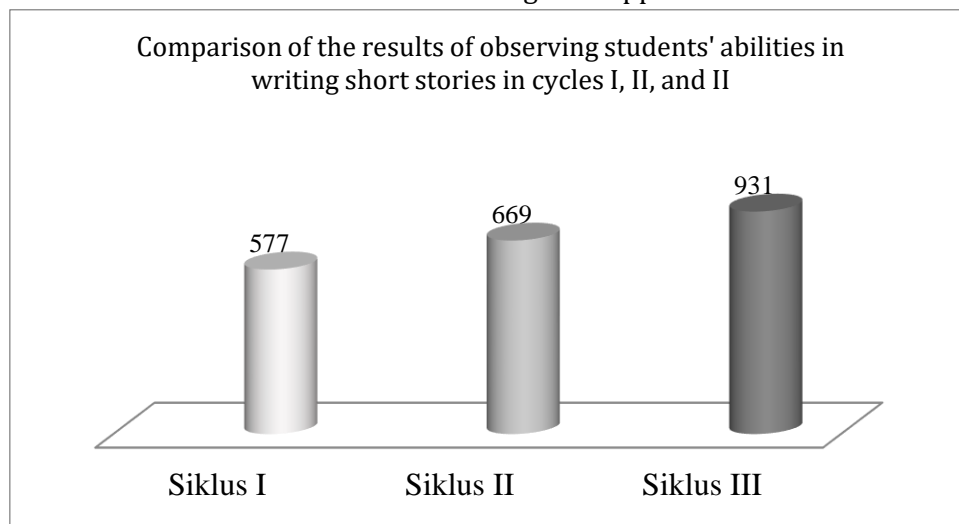


Figure 2.
Comparison of student ability assessment results in writing short stories in cycles I, II, and III

Discussion

The success of learning to write short stories using episodic mapping strategies is inseparable from davis & mc pherson theory (via wiesendanger, 2001: 88), that episodic mapping strategy teaches knowledge about text structure, to acquire the ability to follow the main structure in a story such as setting, storyline or plot, theme, problem and problem solving. This strategy aims to map the concepts of the story to be written as one of the first steps in writing activities. This mapping aims to visualize the concept of the story so that students' imagination is more focused and directed so that students are able to write short stories better.

With episodic mapping strategy in short story writing activities help students create story concepts so that more visualized the short story framework they will write and student writing is more focused and directed. Thus students are able to develop ideas in writing short stories. The effectiveness of episodic mapping strategies can be seen from the learning process. This is shown from the activities of students in the writing learning process with Episodic Mapping. As stated (Davis & Mc Pherson in Wiesendanger, 2001: 88) that episodic mapping strategy is one strategy by

mapping the concept of the story to be written, this mapping is in the form of mapping story elements in the form of Plots, Themes, Problems, Problem solving and Setting. Knowledge of adequate story building elements is the initial capital or as a basis in writing activities. With more knowledge of the elements of short stories, students' writing is more structured and students' imagination is more purposeful so that students are easier to develop ideas of the story they will write.

CONCLUSIONS

The results of this study showed that students' short story writing skills improved after using episodic mapping strategies. This means that episodic mapping strategy is the right strategy used to improve the ability to write short stories. By making a result of this thought, teachers Indonesian should improve the ability to write short stories to students, can use this strategy. Based on the results of the calculation of the assessment data above, if the teacher Indonesian wants to improve the ability to write short stories, students should also be improved learning activities. Because it has been proven through the calculation of the above assessment data, that episodic mapping strategies and good learning activities have a relationship with the ability to write short stories. That is, if the learning activity in students is high, then the ability to write short stories will be higher as well. And conversely, if the student's learning activity is lacking, then the ability to write short stories in students will be low as well.

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