

Analyzing The Needs of Students and Teachers on Short Story Writing Models Based on The Child's Own Personal Experience of Humanism And Morality

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Abstract—The advancement of the publishing and printing industry has affected the number of printed reading books for children. The existence of reading translations of foreign children who dominate the publishing of literary works of children in Indonesia can be very profitable and worrying. Children do not succeed in gaining a better understanding of humanity's value and public morality from other parts of the world, even children readers may not even be aware of the richness of the cultural diversity around them. In relation to the many literature children translation and the fear of cultural values and morality in it, we can address this matter more critically and objectively.

This article aims to analyze the needs of students and teachers on short story writing models based on the child's own personal experience of humanism and morality. Types and research approaches that are utilized are research and development applied in the field of education. The subjects of the research were Indonesian primary school teachers and 8-12 year old elementary school students who live in Semarang and Ungaran.

The teachers' ideas can be concluded that 40 teachers or 100% of respondents agree that short story writing activities are integrated into the content of Indonesian language learning in elementary school level, for various reasons. The short story writing activities in English at elementary school level have not been done, because the number of literature lessons is very limited so that more filled with the interpretation of literary works.

Keywords— literature children translation, model of writing, short story, humanist and morality

I. INTRODUCTION

The existence of children's reading books which are translations of foreign-language literary works that dominate the publication of children's literature in Indonesia has become very profitable. Difficulties will arise when the literary work to be translated is intended for children. Children do not have enough knowledge about the humanist values and morality of these foreign-language literary works (Yamazaki 53). Children do not succeed in gaining a better understanding of the humanist values and morality of people from other parts of the world, even children who read literary works, may not be aware of the richness of the cultural diversity around them.

We can respond more critically and objectively to the translation of children's literary works and the fear of not understanding humanist values and morality in them by children. H. Lofting in World Friendship and Children Literature for example considers that translated children's literary work is a catalyst for understanding the world. In other words, children's translation literary works can play a role in fostering mutual respect among humans for all people throughout the world (Joels 66). Fairy tales are an important tool in the development of children's knowledge and skills. When children are closer to translation children's literary works, in this case fairy tales, allow children to learn in a safe environment. In addition, children who are familiar with fairy tales can foster the confidence needed to build language skills with a sense of security and authority. Fairy tales become a means for children to learn and promote humanist values and morality because it presents a variety of themes for children to learn (Al-Jafar and Buzzelli 37).

Short stories are a type of literary work that is popular and widely read by people, especially after 1950 (Rosidi 11, Jassin 8, Rampan 15). If short story writing skills are pursued, it can become a profession. Basino (2003:82) presents a number of facts about the possibility of making short story writing a profession. Some of these facts include (1) the largest publisher in Indonesia with a turnover of Rp. 20 billion, 80% of the profits derived from children's story books. (2) Three quarters of the 80% are of the comic type (usually imported comics from Japan). (3) Writers of domestic children who are still rare, who can meet the criteria of the publisher (quality in terms of content, writing, clear story messages, market oriented texts). (4) At present, children's reading books occupy the best-seller position. The variety of types of books with different formats increasingly make children's stories affordable for various groups. (5) More and more newspapers or magazines that provide space for children's stories.

Through the development of models for writing short stories by children, children will transform the humanist values and morality of the translated children's literature that they have interpreted. The initial stages of the process of

developing a short story writing model begins with a needs analysis.

Needs analysis in language learning, is widely used as part of the evaluation of learning programs. Needs analysis aims to analyze the changes needed and what must be done to improve the quality of learning English. An analysis of English language needs for students is mainly done to gain insight and greater input about current and future student needs from various perspectives, while learning languages. Needs analysis is also applied to teachers who teach subjects as material for making decisions (about material content, learning goals and objectives, learning models, language learning curriculum, etc) as much as possible according to the needs of students and teachers (Al-Hamlan and Baniabdelrahman 118; Cowling 429).

II. RESEARCH METHODS

This research is a qualitative research. A qualitative approach is a research process and understanding that is based on methodologies that investigate social phenomena and human problems. The research subjects were elementary school students and Indonesian elementary school teaching teachers, in Semarang and Ungaran. Determination of the subject of this research is done by means of random sampling so that each research unit or unit of population elements has the same opportunity to be chosen.

Data is collected by the technique of submitting a questionnaire. The questionnaire was created using a combination of open and closed questions for students and teachers. Data analysis is done by statistical calculations to be further described. Data analysis is done through three stages, namely data reduction, data presentation, and drawing conclusions.

III. RESULTS AND DISCUSSION

The research team distributed questionnaires to 140 elementary school students in grades 3-6 who attended school in Semarang and Ungaran and 40 elementary school teachers who taught at elementary schools in Semarang and Ungaran. The results of the questionnaire analysis of the needs of elementary school students are as follows.

A. Needs Analysis According to Elementary School Student Viewpoints

Student needs for the model of writing short stories on children based on humanist values and morality to be discussed are (1) students' preference for children's story reading activities, (2) the type of children's stories that are liked, (3) messages and advice students get from children's stories who have ever read, (4) have or have never written a short story, (5) the difficulties of students when writing short stories, (6) the views of students if there are more Indonesian lessons filled with activities to read stories and write short stories, and (7) the type of children's stories as students will make in writing short stories.

The first question on the questionnaire is the students' preference for children's story reading activities. The answers from respondents can be seen in table 1 below.

Table 1. The students' preference for children's story reading activities

Respondent's Answer	Number of Answers	Percent age
I love reading stories and want to read over and over	72	51
I love reading stories and I read the story until finished	45	32
I don't like reading, prefer to see the picture	12	9
I don't like to read, but I like to play games so much	1	1
I prefer to read comics	3	2
I read when I had free time	4	3
I like to read but not completely	3	2

The second question on the student questionnaire is about the types of stories that children like. The answers from respondents can be seen in table 2 below.

Table 2. Types of stories that are liked by children

Respondent's Answer	Number of Answers	Percent age
Classic children's literature by world-famous writers	21	15
Translated children's literature	9	6
Children's literature by Indonesian writers, especially young writers who are members of KKKPK (Kecil-Kecil Punya Karya)	25	18
Child literature originating from legendary stories	34	24
Children's literature about animals	28	20
Children's literature about the outside world and fantasy	5	4
Children's literature about space	3	2
Children's literature about detective adventures	3	2
Children's literature about health	2	1
Children's literature about colonization and struggle	3	2
The story of the prophets	5	4
Adult literature	2	1

The third questionnaire question is the message and advice that students get from the children's stories that have been read. The answers can be seen in table 3 below.

Table 3. The advice that students get from the children's stories that have been read

Respondent's Answer	Number of Answers	Percentage
Message and advice to do good deeds	58	41
Examples of good deeds that must be imitated	35	25
Examples of bad deeds that should not be imitated	16	11
Stories about many cultures from other regions	16	11
Moral message in human life	15	11

The fourth question in the student questionnaire is that elementary school students have or have never written a short story before. The answers from respondents can be seen in table 4 below.

Table 4. Have or have never written a short story before

Respondent's Answer	Number of Answers	Percentage
I have often written short stories	49	35
I have tried writing short stories, but not often	69	49
Writing a short story is a difficult job, so I have never tried it	10	7
I only ever wrote poetry	12	9

The fifth question in the student questionnaire about the difficulties of students when writing short stories, which can be seen in table 5 below.

Table 5. The difficulties of students when writing short stories

Respondent's Answer	Number of Answers	Percentage
Writing short stories is not difficult, it's fun	69	49
Writing short stories is not difficult, because I like writing short stories	28	20
Writing short stories is difficult, so it is very rare to try writing again	21	15
Writing a short story is difficult, I am confused to find the theme of the story that I will write	16	11
I have never made a short story, I don't know it's hard or not	6	4

The sixth question in the student questionnaire is the view of students if there are more in Indonesian language lessons filled with activities to read stories and write short stories. The answers from respondents can be seen in table 6 below.

Table 6. The activities to read stories and write short stories

Respondent's Answer	Number of Answers	Percentage
I love it, I can read stories and write short stories until I am satisfied	63	45
I love it because I like children's stories	50	36
I don't like reading and writing stories, I prefer playing games	14	10
I don't like it because I don't like reading and can't write stories	5	4
I just like to read stories, I don't like writing short stories	4	3
Writing short stories is very confusing	4	3
Total	140	100

The last question in the student questionnaire is the type of children's story that students will make in writing short stories, which can be seen in table 7 below.

Table 7. The type of children's story that students will make in writing short stories

Respondent's Answer	Number of Answers	Percentage
Short story about the story of heroism and the spirit of patriotism	20	14
Short story about animal stories	17	12
Short stories about regional legends	20	14
Short stories about family, friends, and teachers	64	46
Fantasy short story	3	2
Short story about health	2	1
The story of the prophets	4	3
The story of a bright and good life	10	7

B. Needs Analysis According to Elementary Teacher's Perception

To find out the teacher's needs for the model of writing short stories on children based on humanist values and morality, the elementary school teacher was asked to answer the questions given through the questionnaire. The teacher's needs for the model of writing short stories on children based on humanist values and morality that will be discussed are (1) the teacher's views on the description of the writing short stories learning model on Indonesian language subjects at elementary level; (2) the ability of elementary students to write short stories till; (3) elementary students' reading interest in children's literature readings right now, especially on translated children's literature; (4) the ability of elementary students to understand and interpret children's literature; (5)

the activities of interpreting literary works, including translated children's literature are included in learning activities; (6) the views of the teacher if the activity of writing a short story is included in the learning content of Indonesian elementary school; (7) teachers need to develop a short story writing model for elementary students, especially the development of short story writing models that contain humanist values and morality; and (8) the teacher's view of the model of writing short stories for elementary students, especially the development of short story writing models that contain humanist values and morality.

The first question regarding the questionnaire of teacher needs is the teacher's view of the description of the writing short stories learning model on Indonesian language subjects at the elementary level. The answers from respondents can be seen in table 8 below.

Table 8. The teacher's view of the description of the writing short stories learning model

Respondent's Answer	Number of Answers	Percentage
The activity of writing short stories by elementary students has been included in teaching activities and is often done	16	40
Writing short stories by elementary students is done in a small part and not maximal	20	50
Writing short stories has not been applied in English learning at elementary level	4	10

The second question from the teacher's questionnaire is the ability of elementary students to write short stories to date. The answers can be seen in table 9 below.

Table 9. The ability of elementary students to write short stories

Respondent's Answer	Number of Answers	Percentage
Very well, students enthusiastically write short stories and become activities they like	3	8
Good, short story writing activities are included in learning activities and are often done	12	30
not too prominent, because writing short stories is occasionally included in learning	17	43
Not good, because students have not shown interest in writing short stories, feel difficult, so it is rarely done	7	18
Grade 3 elementary school and above is good, but the time allocation is very little	1	3

Based on this opinion, it can be seen that the majority of respondents, namely 17 teachers or 42% of respondents stated that the ability of elementary students to write short stories is normal, not too prominent, because writing short stories occasionally is included in learning. Based on all of the teacher's answers, it can be seen that the story writing activities have not been carried out much, because the portion of the material writing short stories is small for elementary students. Literary learning at the elementary level is more directed at the introduction of literature and the interpretation of literary works in a simple way, not yet in the stages of producing literature.

The third question from the questionnaire of teacher needs is the reading interest of elementary school students in children's literature readings right now, especially on translation children's literature. The answers from respondents can be seen in table 10 below.

Table 10. The reading interest of elementary school students in children's literature

Respondent's Answer	Number of Answers	Percentage
Very good, students are very happy to read literary works, especially translation children's literature because some of them have been made animated films	3	8
Very good, students are very happy to read literary works, useful to teach various kinds of human characters	3	8
Interest in reading elementary school students for children's literature reading is quite good, if presented with an attractive appearance	21	53
Students have not shown enthusiasm in reading literature	11	28
Less good, reading interest of elementary school students is still low and tends to be lazy when asked to read literary works	2	5

If the opinion is observed, the overall opinion of the teacher who stated that it was very good to be quite good was stated by **27 teachers or 69% of respondents**. Elementary students prefer to be connoisseurs or readers of literature, especially children's literature, rather than producing literature. The display of children's literature is getting better with attractive illustrations and bright, colorful colors.

The fourth question from the questionnaire on teacher needs is the ability of elementary students to understand and interpret children's literature. The answers from respondents can be seen in table 11 below.

Table 11. The ability of elementary students to understand and interpret children's literature

Respondent's Answer	Number of Answers	Percentage
Grade 3 and above elementary school students are able to understand and interpret literary works, able to determine the themes and messages contained in the worksastra	6	15
Grade 3 and above elementary school students are able to understand and interpret literary works, and are able to recount them verbally and in writing	12	30
Grade 3 and above elementary school students are able to understand and interpret literary works, but are less accustomed to interpreting literary works	16	40
Grade 3 and above elementary school students are able to understand and interpret literary works, but are not familiar and very rarely done in learning	6	15

Based on these opinions, the majority of respondents as many as **16 teachers or 40% of respondents** stated that grade 3 elementary school students and above had the ability to understand and interpret literature, but were less accustomed to interpreting literary works.

The fifth question of the questionnaire for teacher needs is the activity of interpreting literary works, including translated children's literature already included in current Indonesian language learning activities. The answers from respondents can be seen in table 12 below.

Table 12. The activity of interpreting literary works

Respondent's Answer	Number of Answers	Percentage
Elementary students have often practiced interpreting literature, including translated children's literature because they have been included in Indonesian language learning activities	3	8
Elementary students have been able to interpret literary works, but not literary literary works, but Indonesian folklore	22	55
Elementary students have read literary works without being accompanied by interpretations of literature in Indonesian learning activities	13	33
The Indonesian language material is already quite a lot, never	2	5

discussing translation children's literature

Based on this opinion, it can be seen that the majority of respondents were 22 teachers or 55% of respondents stated that elementary students were able to interpret literary works, but not translation literary works. Literary works that are appreciated by more Indonesian original stories. Based on this teacher's opinion, the translation of children's literature works has not been included in the Indonesian language subject matter at the elementary level. Literary learning at the elementary level focuses on strengthening Indonesian language skills that are good, correct, and polite. Literary learning still exists, but in small portions.

The sixth question is the teacher's view that short story writing activities are included in learning Indonesian and English. The answers can be seen in table 13 below.

Table 13. Short story writing activities are included in learning Indonesian and English

Respondent's Answer	Number of Answers	Percentage
Strongly agree, because it makes students' language skills increase	14	35
Strongly agree, make the imagination and sensitivity of students to their social environment also increase	18	45
Agree, because it helps teach the value of humanism and morality to students	6	15
Agree, because it makes students love Indonesian language lessons	2	5

The teacher's opinion can be concluded that as many as **40 teachers or 100% of respondents** agreed to write short stories in learning Indonesian and English. The activity of writing short stories has not been done much, because literary lessons are so few that they are more filled with interpretations of literary works.

The seventh question is the teacher's need for the development of a short story writing model for elementary students, especially the development of short story writing models that contain humanist values and morality. The answers can be seen in table 14 below.

Table 14. The teacher's need for the development of a short story writing model

Respondent's Answer	Number of Answers	Percentage
The teacher needs a short story writing model for elementary students with a different model from what has been applied	6	15
The teacher needs a short story writing model for elementary students that is fun and motivates students to write short stories	27	68
The model of short story writing for elementary students is not yet fully utilized	4	10
Short story writing models for elementary students are rarely applied because of the impossible time allocation	3	8

Based on this opinion it is known that the majority of respondents, as many as **27 teachers or 68% of respondents** need a short story writing model for elementary students that is presented in a fun way and makes students motivated to write short stories.

The final question is the teacher's view of the model of writing short stories for elementary students, especially the development of short story writing models that contain humanist values and morality. The answers from respondents can be seen in table 15 below.

Table 15. The teacher's view of the model of writing short stories for elementary students

Respondent's Answer	Number of Answers	Percentage
Adapted to the latest curriculum, namely the 2013 Curriculum	9	23
Maximizing the presentation of children's literature in advance to strengthen the character of students	20	50
Introducing elementary students to children's literature, not only Indonesian children's literature, but world children's literature	10	25
Students are invited to leave the classroom and write stories based on what students see	1	3

Based on this opinion, it can be seen that the majority of respondents, as many as 20 teachers or 50% of respondents stated that the model of writing short stories for elementary students is done by maximizing the presentation of children's literature in advance to strengthen the character of students.

IV. CONCLUSION

As many as **63 students or 45% of respondents** stated that they were very happy if Indonesian language lessons were filled with reading and writing short stories. Elementary students give reasons that the portion of literary learning is a lot of fun, not boring, and allows students to read stories and write short stories. Meanwhile, **27 teachers or 68% of respondents** needed a model of writing short stories for elementary students that were presented in a fun manner and made students motivated to write short stories.

As many as **40 teachers or 100% of respondents** agreed if the writing short stories activity entered in Indonesian language learning at the elementary level. As many as **15 teachers or 38% of respondents** stated that the steps to introduce literary works to elementary school students, by asking students to read and analyze literary works in Indonesian language textbooks.

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