

# Implementation of Binding Meaning Methods to Increase *Cerpen* Writing Abilities in the Indonesian Language and Literature Education Department

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**Abstract**—The research aims to arrange learning steps that are varied and effective to improve the ability to write short stories. Classroom action research (CAR) is carried out with 2 cycles. The subjects of this research are program students Indonesian Language and Literature Education study which contracted the "Short story writing" course with 58 students. Research designs are conducted using the Kemmis & Mc Taggart model which includes four aspects of action research namely compiling an action plan, act and observe, reflect, and formulate plans based on more complete and effective information. Data collection techniques are in the form of observation and tests. Data analysis techniques using qualitative and quantitative descriptive analysis techniques. Qualitative data analysis is used for qualitative data in the form of field observations. Quantitative data analysis was performed by processing the data on the short story writing test results. The results of the study showed that as many as 29 out of 58 people or around 50% of prospective teacher students have received scores (experienced an increase) in the "high" category. As for abilities with the category of "medium" as many as 25 or about 43%. Whereas prospective teacher students who get grades in the "low" category are 4 people or around 5.89%. This shows that the learning process by applying the method of "binding meaning" has systematically contributed positively to improving the ability of prospective teachers of Indonesian Language and Literature Education at the Faculty of Teacher Training and Education at the University of Jambi.

**Keywords**—*binding meaning method, writing ability, short story*

## I. INTRODUCTION

Writing short stories is one of the compulsory courses for students in the Indonesian Language and Literature Education, at the Faculty of Teacher Training and Education- University of Jambi. This obligation is in line with the implementation of the national curriculum that is implemented in Indonesia, namely in the context of improving literacy skills in Indonesia. As for literacy skills in Indonesia in general, compared to developed countries is still relatively behind. Even according to

Indriyani, Zaim, Atmazaki, & Ramadhan [1] in some areas of implementation, literacy is not carried out according to established rules. The main objectives of increasing literacy are to improve the quality of education. This is as said by Devianty [2] by having good literacy skills, it is expected that the quality of education will be better too. Literacy at the College level is a must and obligation for all students, lecturers, and even other education personnel. This is because literacy is the basis of all academic activity.

Literacy consists of two different but interrelated abilities namely, writing and reading. This is in line with the opinion of Sobari [3] that writing and reading are two inseparable language skills, both of which are written language activities. In general, the reading literacy of students in the Department of Indonesian Language and Literature Education at the Faculty of Teacher Training and Education at the University of Jambi is relatively better when compared to writing literacy. This can be seen from the still not optimal student learning outcomes, especially those related to writing activities. This can be understood because writing requires the ability to think deeply and systematically. This is by the opinion of Achسانی, Hasanah, & Mufti, [4] that to produce quality written works requires deep reflection. Besides, writing difficulties are also related to one's ability to convey ideas and ideas [5]. Writing is also an active and productive activity and requires an organized way of thinking expressed in written language [6].

One of the writing skills that must be possessed by prospective teacher-students is to write short stories (short stories) as part of a compulsory literary work at the elementary and secondary education levels even at universities. Therefore, the ability to write short stories is one of the graduation requirements for prospective students majoring in Indonesian Language and Literature Education at Jambi University. In addition, this ability also aims to prepare prospective teachers to be able to teach in schools better and more professionally. However, because the students' ability to write short stories is still low, it needs to be optimized with various appropriate

methods so that students' short story writing skills can be better.

Increasing the ability to write short stories, will also have an impact on improving the ability of students in other aspects for students, such as the ability to write the news. This is as Irwandi's research [7] shows that there is a relationship between the ability to write short stories and the ability to write the news. In a short story, usually, there are characters, location settings, problems, dialogue, and so on, this will train students to think creatively. Therefore, it can be said that writing short stories also means practicing student creativity. Is as said by Ismayani [8] that the Indonesian subject, focuses more on the aspects of creativity and literacy skills of students. This idea was also reinforced by Maryam [9] and Alwasilah [10] that could be increased through writing activities.

As mentioned above, in general, the ability to write in Indonesia is still relatively low. This can be seen from a variety of research to improve the ability to write, for example, research Wahyuningtyas, Maryaeni, & Roekhan [11] and Andayani, Pratiwi, & Priyatni, [12] who researched improving the ability to write short stories with the development of certain teaching materials. Furthermore, Mastini's research, Suwandi, Sarwiji, [13] conducted a study to improve short story writing skills through experiential learning with the help of audiovisual. Also, research by Sholeh & Afriani [14] through a study using mind mapping techniques as an effort to improve short story writing skills.

According to research, one of the effective methods to improve short story writing skills is the method of "binding meaning". The use of the method of "binding meaning" is relatively new and is still rarely used, so that research related to the use of the method is still not widely found. This method was introduced by Hernowo [15] in his book "Binding the Meaning of Updates: Empowering Reading and Writing". This method has many advantages and benefits for students as individuals, because it involves personal awareness and freedom in expressing their writings, so this method needs to be disseminated through various researches.

This method of binding meaning is personal so that it can involve the deepest personal self. Therefore, with this method, they are given the freedom to imagine and pour all their expressions [5]. The use of the method of binding meaning can improve the ability to write short stories of students. This is indicated by the average value of the initial test results of 65.6 while the final test has increased to 76.85 [5]. The method of binding meaning is a method that involves reading and writing skills in one step of the activity. The choice of this method is based on the reciprocal relationship between reading and writing. Reading and writing are activities that make writers as readers and readers as writers. Therefore, the method of binding meaning can be applied to learning to write short stories in the Indonesian Language and Literature Education Study Program.

Based on the background of the problems outlined, it is necessary to research to improve short story writing skills by

applying methods that utilize literacy culture to guide students in writing. Therefore, researchers researched the title "The Application of the Binding Method of Meaning to Improve Short Story Writing Skills in Indonesian Language and Literature Education Students."

## II. METHODS

This research uses an action research approach. This approach was chosen because it is in line and is considered the most appropriate with the research objectives, namely to improve the ability to write short stories (short stories) with the method of "binding meaning". As explained by Khasinah [16] that Classroom Action Research (CAR) is research conducted by a teacher or lecturer in the class or place where he teaches which is focused on improving the process and praxis of learning. This was also mentioned by Sein, Henfridsson, Puraio, Rossi, & Lindgren [17], Rose & Grosvenor [18], and Banegas & Villacañas de Castro [19] The main focus of action research is to assist teachers/lecturers to overcome difficulties in situations classroom teaching. Also, this approach was chosen because of its flexibility, which can be applied to both macro and micro scale, as explained by Aqib & Amrullah [20] that on a micro-scale such as done in the classroom during teaching and learning activities (learning) for a subject certain subjects.

Classroom action research using the method of binding meaning in short story writing learning is carried out in stages, by the stages of writing action. As an action research study, the research includes the stages of planning, implementation (observation), and assessment (reflection). This is as stated by Slameto [21] that in the Classroom Action Research (CAR) stage several steps must be carried out sequentially, namely, planning, implementing actions (making planning, implementing, observing, analyzing and reflecting), collecting data and analyzing data about the process and results and their follow-up; The last is to write a report. These steps are carried out repeatedly until the achievement of objectives, thus forming a cycle. The research is planned to involve two cycles for one semester.

The subjects in this research study were prospective students majoring in Indonesian language and literature education at the Faculty of Teacher Training and Education at the University of Jambi. All research subjects are in semester III following the "short story writing" course. The total number of research subjects was 58 students with details of 18 men and 40 women. However, in this study, there was no gender difference. Writing ability measurement instruments used in the form of assessment rubrics. The assessment rubric is used to assess student work in the form of short stories. Thus students who do not collect products (short stories) at the end of the cycle are considered to have no value and are excluded from research subjects. However, because this assessment is also used as a final grade, the opportunity for prospective teacher students to not collect products is relatively small.

Analysis of the data used in this study is based on the improvement obtained by each student after participating in the

post-test of the cycle. The increase in scores is calculated using the N-gain formula, which is based on the pre-tested and post-test values that have been obtained. Based on the N-gain value, then the data is grouped by the categories "high", "medium" and "low". This categorization is intended so that the data that has been obtained can be more easily understood. The data on observations and reflections are analyzed using content analysis through a qualitative approach. Thus, data analysis in this study involves quantitative analysis and qualitative analysis.

### III. RESULTS AND DISCUSSION

The activity begins with the preparation of a semester lecture plan and is carried out with two cycles. During the learning process the following data are obtained:

TABLE I. STUDENTS' ABILITY IN WRITING SHORT STORIES THROUGH THE "BINDING MEANING" METHOD

No	Cycle	Category (N-gain)	Number of students	Percentage (%)	Explaining
1	Pra Cycle	High	8	13,79	Measured based on the initial pretest value of learning
		Moderat	16	27,58	
		Low	34	58,62	
	Total	58	100		
2	Cycle I	High	18	31,03	Measured based on the pre-test score (pre-cycle) post-test in the related cycle
		Moderat	18	31,03	
		Low	22	37,93	
	Total	58	100		
3	Siklus II	High	29	50	
		Moderat	25	43,10	
		Low	4	6,89	
	Total	58	100		

Based on Table 1 above, it can be seen that before the implementation of the action, most of the prospective teacher students in the Indonesian Language and Literature Education department at the Teaching and Education Faculty at the University of Jambi, were generally dominated by those with low ability in terms of writing short stories. As many as 34 people from 58 eight or around 58.62% of the prospective teacher students were in the "low" category, 27.58% or as many as 16 people were in the "medium" category and as many as 8 people or around 13.79% were in the category "high". This data shows that there is a need for real and systematic action so that these abilities (writing short stories) can be improved by using appropriate methods. For this, action needs to be taken by applying the method of binding meaning.

Furthermore, in cycle I (Table 1) it was seen that the ability of prospective teacher students (research subjects improved. However, the increase is still considered to be not optimal given the number of students who are in the category of "low" each, amounting to 22 people or around 37.93%. Therefore, further action needs to be taken namely Cycle II.

As the data above (Table 1), the results of actions in cycle II have brought about a very good chance. As many as 29 out

of 58 people or around 50% of prospective teacher students have received scores (experienced an increase) in the "high" category. As for abilities with the category of "medium" as many as 25 or about 43%. Whereas prospective teacher students who get grades in the "low" category are 4 people or around 5.89%. This shows that the learning process by applying the method of "binding meaning" has systematically contributed positively to the improvement of the ability of prospective teachers of Indonesian Language and Literature Education at the Faculty of Teacher Training and Education at the University of Jambi.

Improvement of students' ability in writing short stories, as described in table 1 above, also shows that research using this action research approach, which includes planning, implementation, and assessment activities, has been going well. In detail, this research activity to produce the above data is as follows:

#### A. Planning

Planning in the first cycle includes the preparation of things needed when conducting research. In the cycle I produced plans as follows: 1) Determine the schedule for the implementation of class action research, 2) Prepare the Semester Lecture Plan (RPS) for cycle I, 3) Prepare material about writing short stories, 4) Prepare media about writing short stories, 5) Design the steps for applying methods tie meaning to learning to write short stories, 6) Prepare data collection tools such as observation sheets, writing assessment guidelines, and cameras for documentation. Whereas for cycle II, planning is based on the results of reflection in cycle I.

#### B. Implementation of Actions

1) *Cycle I*: The implementation of the action in the first cycle of applying the method of binding aims to improve short story writing skills to achieve maximum results. The method of binding meaning is also expected to be able to increase student interest in learning to write short stories that are carried out with five meetings. The activity begins with the prewriting phase. Students explore writing ideas obtained from reading material in the form of folklore. The process of reading and understanding folklore, exploring and binding folklore ideas to be used as short story writing ideas, and writing ideas into short story writing drafts. The second meeting, with pre-writing activities, set the framework, namely by reading and understanding folklore, observing the structure and style of folklore narration, and tying the interesting things that exist in folklore, and modifying the narration style into an essay framework based on the chosen themes. In the third meeting, students develop the outline of the composition into the form of a short story by modifying interesting things that have been bound from reading material. In the fourth meeting, collecting draft ideas for writing, outline, and short stories that have been written as well as reading material that is used as the basis of writing, short

stories were written by students, and then corrected randomly by other students. Correction is based on drafts, frameworks, and reading material as well as short story writing theories, and binds and writes interesting things that can be used as inspiration for writing further works. In the fifth meeting, editing activities by reading and observing the results of the correction. Furthermore, students edit short stories that have been made based on corrections from readers.

2) *Cycle II*: The implementation of the second cycle is carried out as many as 5 meetings. First Meeting, the lecturer reviews the stages of applying the method of binding meaning to be implemented by students to write by exploring the writing ideas obtained from reading material in the form of short stories that have been written by other writers. The activity is reading and understanding short stories, exploring and binding short story ideas to be used as writing ideas, and writing ideas into the draft writing. The activity was called by Hernowo's writing with a diary system. This can be applied by preparing a special notebook to record every reading material that is read and things that have been bound so that students have many written ideas. The second meeting, arranging the outline. by reading and understanding short stories, looking at the structure and style of storytelling, and binding interesting things that exist in the short story, and modifying the style of narration into the outline based on a predetermined theme. The third meeting in writing. Students read the written outline and develop it into the form of a short story by modifying interesting things that have been bound from the reading material. In the fourth meeting, the correction phase by collecting draft writing ideas, outline of the essay, and short stories that have been written as well as reading material used as the basis of writing, short stories were written, then corrected randomly by other students. Correction is based on drafts, frameworks, and reading material as well as short story writing theories and binding and writing interesting things that can be used as inspiration for writing the next work. In the fifth meeting, editing, students read and examine the results of the correction, and subsequently, students edit short stories that have been made based on corrections from readers.

### *C. Observation*

Observations were made carefully on the work of students in the form of short stories consisting of two aspects, namely process observation, and result observation. Observation of the process is related to learning to write short stories by applying the method of binding meaning, while product observation is carried out to determine the results of writing short stories. Researchers make observations on the course of learning. The results of observations of the implementation of the first cycle of action showed an increase compared to learning to write short stories in the pre-action stage. The implementation of learning the first cycle took place quite smoothly. Students are quite active in learning, students' interest in learning is quite

high, and students have the motivation to write. The lecturer also applies questions and answers and guided training with students to trigger students' interest and motivation in achieving learning goals.

Besides, the success of the learning process of short story writing can be seen by an increase in student short story writing results compared to before the action in the first cycle by applying the method of binding meaning to learning to write short stories. Observation of the results is done after students collect the results of short stories.

### *D. Reflection*

During the first cycle of action, the learning activities took place better than the pre-action stage. The existence of new learning methods stimulates students to interest in writing short stories. This is supported by the results obtained better. The positive and negative benefits are as follows.

#### *1) Strengths*

- Students' skills in writing short stories can be improved because the application of the method of binding meaning guides students in writing short stories in stages.
- The average score of each aspect has increased rather than pre-action.
- Students are motivated to continue writing short stories.

#### *2) Weaknesses*

- Students are still not actively participating in learning to write short stories
- Students lack concentration when writing.
- Learning activities in the form of short story writing activities are still considered as burdensome tasks so that students write only limited activities to complete the task, not as activities that can be used as a hobby.
- Folklore is still not qualified to be the basis for writing short stories.
- The score of linguistic aspects is still the lowest compared to other aspects, so it needs to be improved.

The application of the method of binding meaning is done by considering three main concepts, namely: First, providing private space. Fiction prose writing activity is a personal activity by involving yourself more deeply. That is, writing activities will be more effective if done independently so that each individual can develop their creativity more freely. Furthermore, to present private space, researchers conduct classroom settings by creating private space. Second, combining reading and writing in a package of activities carried out continuously and consistently. This is done by reading and writing activities carried out at the same time. When in the process of reading find interesting things that can stimulate the power of creativity, direct writing activities carried out to tie the ideas that arise so as not to be lost by the

limitations of memory or other things that can disperse ideas that appear immediately. The activity is carried out continuously, which starts from the implementation of pre-writing, writing, and post-writing. Each stage of writing is done by reading and writing activities. Third, try hard to find meaning when carrying out reading and writing activities. This is done by applying an attitude in reading [15], namely: patience, patient, diligence, persistence, and earnestness. Therefore, every meeting is conducted by reading short stories.

The discussion of the quality of results is elaborated by looking at the results of the short story of one of the students who experienced an increase from pre-action to cycle II. According to Anisa [22], there are five aspects of writing short story evaluation, namely the appropriateness of the title with the contents, completeness of the elements, integration of the elements, attractiveness, and use of language. Because of the assessment of the work of students from the pre-action stage to the second cycle based on these elements. Based on the assessment of the work based on these elements, it can be seen that the ability to write short stories has increased significantly.

In more detail, the assessment of student work based on these aspects is as follows: First, the suitability of the title with the contents. Initially, the chosen title used a less attractive diction and did not describe the entire contents. Second, the completeness of the elements, the elements in the initial test short story are drawn so simply that they lack the traction seen in the chosen theme of excessive happiness, but are devastated by sadness. The dominant figures are told by father and son, but the character has not been able to present emotions in the story. Also, the plot used is still simple, where the story flows without giving a surprise as an effect so that the short story becomes more interesting. The setting used is also nomadic, but not nicely drawn. Language style still uses everyday language. While in cycle 2 the selection of political themes is quite interesting with the completeness of neat elements. Two dominant figures are presented with the skilled technique, namely a dialogue between the characters that illustrate the character's character. The flow used, the flow forward with the use of a fixed background. This allows one story idea to focus through dialogue that is presented between characters. The style of language used varies so that the story becomes easy to read. Thus, the completeness of the elements in the posttest also presents the integration of the elements which is the third aspect. Third, the integration of elements makes the story come alive. With the existence of complex elements that can give an interesting impression so that the story is not boring. Each element dominates in its portion so that the story becomes slick. Fourth, attractiveness, at the beginning of the test raises quite interesting ideas, but the lack of creativity of the writer makes the idea simple. This can happen if when writing, the writer does not position himself as a reader so that the imagination of the story cannot be captured by the reader. Meanwhile, the short story in cycle 2 presents an interesting and current idea. Furthermore, the idea is processed creatively with a very interesting imagination. Fifth, the use of language is influenced by knowledge of grammar and the amount of vocabulary possessed. Reading activities can support this

aspect. This can be seen from the use of language that is less varied in the short story pretest and the number of grammatical errors. Conversely, the short story posttest shows the use of skilled language and the vocabulary used is more varied and minimal grammatical errors.

From this description, it can be concluded that there is a close relationship between reading skills and writing skills in the method of binding meaning. Reading skills can help students find interesting ideas, express ideas with completeness and good integration of elements, enrich vocabulary, and grammar. Thus, it can make writing activities easier.

#### IV. CONCLUSIONS

Based on the results of research and discussion, it can be concluded that the application of the method of binding meaning by carrying out two cycles, can improve the short story writing skills of Indonesian Language and Literature Education study program students. Improvement occurred in the learning process and products. The results of the actions in the second cycle have brought about a very good chance. As many as 29 out of 58 people or around 50% of prospective teacher students have received scores (experienced an increase) in the "high" category. As for abilities with the category of "medium" as many as 25 or about 43%. Whereas prospective teacher students who get grades in the "low" category are 4 people or around 5.89%. This shows that the learning process by applying the method of "binding meaning" has systematically contributed positively to the improvement of the ability of prospective teachers of Indonesian Language and Literature Education at the Faculty of Teacher Training and Education at the University of Jambi.

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