THE IMPLEMENTATION OF LITERACY-BASED SCIENTIFIC APPROACH IN CREATIVE WRITING LEARNING OF INDONESIAN LANGUAGE

Emah Khuzaemah[1]

This research rises from the researcher's concern on low level of students' literacy ability. Therefore, it is crucial to find solutions to create literacy generation through education and learning. This research aims to: (1) develop learning design for creative writing of Indonesian by employing Literacy-Based Scientific Approach (LBSA); (2) describe students' literacy activity during the implementation of LBSA; and (3) analyze and describe students' creative writing ability after implementing LSBA. The research employed classroom action research. The result of this research shows that students' creative writing ability significantly increases in each stage. The implementation of LBSA enhances the quantity and quality of students' reading and writing.

1.0   INTRODUCTION

Competition in globalization era becomes harder and demands high literacy ability from young generation to help them survive. Preparing literacy generation requires good preparation and planning. Indonesian children's low level of literacy, as shown by PISA 2015 research 2015 (Iswadi, 2017), becomes an alarm for academicians to solve this problem correctly. Therefore, it is needed to conduct learning process which can creatively and inspiringly support high literacy activity for students.

Students' low thinking and communication ability insists teachers to be able to create learning atmosphere which trigger students to be brave to critically and creatively aspirate their ideas of learning materials based on indicators and determined competence. Critical and creative ideas are aspirated inspoken, written, or both forms; and during or after the class like doing writing homework.

At school, students are guided to accomplish their study, conduct self-preparation for further education, come to working world, and learn lifetime (Suyono, 2005). To successfully

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[1] IAIN Syekh Nurjati Cirebon, Email: emah.kh@gmail.com

conduct the four tasks, the students need awareness and motivation, skill, and high literacy interest. The tasks are closely related to literacy activity.

By scientific approach, learning is aimed at scientific steps. Attitude relates to content transformation or teaching materials to make the students understand"why". Skill relates to content transformation or teaching materials to make the students understand "how". Knowledge relates to content transformation or teaching materials to make the students understand "what". The final result is the improvement and equivalence between students' ability to be a good person (soft skill) and possession of skill and knowledge to live properly (hard skill). The two skills include competence aspect of attitude, skill, and knowledge (Kemendikbud, 2013b).

In general, junior high school students are psychologically in puberty, an appropriate age for developing creativity. Student writing creativity can be trained at the age of 6-12 (Langrehr, 2008, p. 11,17). Meanwhile, a study states that Indonesian children's creativity is on the low level. This statement is asserted by Hans Jallen (Supriyadi, 1994, p. 85).The findings of previous studies in some schools in Cirebon show that junior high school students' literacy is still low. Therefore, interesting learning process is needed to attract students' interest, and thus, they will feel comfortable and happy in joining the learning process. Thus, the final result will be maximally and successfully achieved.

In Indonesian learning process, writing will be interesting for the students if they are given freedom to search interesting information based on their interest. Then, they are guided to be able to analyze the information and create it as a creative writing.

Therefore, it is required to create language learning design which enables students to develop their reading and writing activities maximally and thus, literacy generation will be created. This research is hoped to result in learning model design of creative writing by employing Literacy-Based Scientific Approach (LBSA). The design is then applied in one of junior high schools.

2.0   MATERIALS AND METHODS

2.1   Materials

Teaching Indonesian, which functions as a national and country language, has two important roles in educational curriculums: 1) improving language mastery, and 2) shaping literacy competence. First, learning can improve students' ability to listen, speak, read, and write. Second, Learning can improve reading and writing skill (without ignoring listening and reading skill). Students' reading and writing competence gained from

learning Indonesian language is needed for learning language as well as mastering information in all subjects.

Based on the prior explanation, the definition of literacy in Indonesian language subject emphasizes information ability. The ability refers to several activities: collecting information, processing information, and communicating information. The three activities are not separated from reading and writing skill. This definition is chosen from the assumption that any subject will insist students to master any information through reading and writing. Reading and writing activities are the main keys for students' success in mastering information demanded by each subject.

This statement agrees with Kern's principals of literacy education (Kern, 2000): literacy involves interpretation, collaboration, convention, cultural knowledge, problem solving, self-reflection, and language usage. In other words, through learning creative writing with literacy-oriented, it is expected that students can interpret information read, then they collaboratively compose texts which are appropriate to the texts made and insert aspects of cultural knowledge, problem solving, and writing reflection on using appropriate and correct language. As the result, students' literacy can improve in performative and functional level as well as in informational and epistemic level as proposed by Wells' literacy theory (Mahdiansyah & Rahmawati, 2014, p. 454)

Scientific approach in learning includes collecting information through observation, interview, or experiment; processing data or information; presenting data or information; analyzing; interpreting, concluding, and creating (Daryanto, 2014, p. 54). The implementation of literacy-based scientific approach must consider the principles of literacy learning as posited by Suyono (2009, p. 207-208): providing an access of various reading books for students; creating students' various sight of each subject learnt; creating environment for developing literacy behavior (motivation, awareness, skill, interest, reading culture, thinking, and writing); creating service center for students to be critical, creative, spry, and effective reader-writer; providing quick action to truly realize the movement of cross curriculum reading-writing for students; providing convenience and completeness of solving reading-writing difficulties for students; creating learning community at schools for students; and realizing intensive interaction among students and students to teachers.

According to Balfas (2008), by implementing context-based literature learning, learning process can provide comfortable, convenient, and challenging learning atmosphere for students. Learning process is conducted based on real world, student-

centered, meaningful knowledge, problem solving and inquiry, creating learning society, integrated information usage, active students and creative teachers, class wall and school hallway with full of students' work, and various measurement of learning result, not only test. Consequently, students' literacy ability and critical thinking will develop more.

2.2   Methods

Based on the observation results of writing activity, in doing their assignments, students seem to be burdened, lazy, and depressed. It is shown from their dejected and sullen expression in doing the assignments. Therefore, interesting learning model which can motivate students to develop their writing creativity is crucially needed. The researcher develops learning design for creative writing by employing Literacy-Based Scientific Approach (LBSA). The design is then applied in Indonesian language learning in grade VII, SMPN I Palimanan.

This research employed class action research. According to Wardhani et al. (2008, p. 14), class action research is a research conducted by educators in their class through self-reflection, and thus, students' learning result can improve. This research employed cycle study with correlated bases: 1) planning, 2) acting, 3) observing, and 4) reflecting.

The data of this research were students' creative writing in the form of recount, fable, or legend. The data were collected after applying creative writing learning design by employing LBSA. The students' creative writing was gained through group assignment. Besides students' creative writing, the data were also in the form of students' literacy activity collected through observation.

Data analysis was conducted in three stages: preparation, analyzing, and concluding. In preparation stage, observation sheets, rubric assessments, theories of scientific approach, literacy learning, and creating writing were prepared.Students' creative writing abilitywas assessed by using assessment rubric for writing narration seen from several aspects: (1) students' comprehension on narration, including (a) the correlation between theme and title, (b) the involvement between students' soul and interest, (c) the characteristics of narration consisting of plot, form, and universality; (2) composition profiles, including (a) ability to compose content of essay, (b) essay organization, (c) vocabulary using, (d) language using, and (e) writing mechanism. Data analysis must be conducted thoroughly, organized, and systematically to get objective results.

3.0   RESULTS

Based on formulation of the problems, the finding of this research is presented in three big themes: (a) learning design of creative writing by employing Literacy-Based Scientific Approach (LBSA), (b) students' literacy activity, and (c) students' ability to write story.

3.1   Learning Design

In creating learning design of LBSA creative writing, the researcher investigates the principles of literacy education (Kern, 2000) and literacy learning (Suyono, 2009, p. 207-208). The combination of principles of literacy education and literacy learning indicates that learning process must provide quick action for reading-writing movement by building effective interaction, provide various reading texts, and hold critical writing-reading activity to enable students to interpret information read and compose texts which are in line with script convention by using proper and correct language. Learning steps of LBSA creative writing are as follows:

(1)Observing: students observe video about story of a successful writer; listen to teachers' motivation and explanation about writing references; and read short stories, fables, and legends.

(2)Interviewing: students and teachers conduct dialogue related tointrinsic elements of story they have read.

(3)Experimenting: in collaborative team, students try to compose a story with the theme and organization agreed by the team members.

(4)Reasoning and communicating: in a group, students present the result of their work; other groups give comment. Text revision and final completion is done outside classroom. In the following meeting, each group presents the result of their work, and other groups give comment. Teachers appreciate students' work.

Learning assessment is conducted by considering aspects of attitude, skill, and knowledge. Behavior is assessed by observing students' behavior: their enthusiasm, motivation and spirit, and team-work. Skill is assessed from students' work. Meanwhile, knowledge is assessed from students' ability to comprehend good story concepts and ability to analyze story elements.

3.2   Students' Literacy Activity

Students' activity during learning process shows more active. Students' literacy learning activity by employing LBSA model shows higher result. By employing LBSA

model, students who only listen to teachers' explanation and do assignments become more active. This statement is explained in table 1.

Table 1 The Difference of Conventional Learning and LBSA Model on Students' Activity

No	Students' Activity on Conventional Learning	%	N o	Students' Activity on LBSA Learning Model	%
1 .	Listening to teachers' explanation	40	1	Reading story genre (observing)	15
2.	Question and answer	10	2	Listening to teachers' explanation (observing)	5
3	Doing assignments	20	3	Watching movie (observing)	20
4.	Chatting	30	4	Question and answer (asking)	10
			5	Team work (experimenting)	30
			6	Writing a story (experimenting)	15
			7	Presenting work results (communicating)	5
			8	Commenting friends' presentation (reasoning	
			9	Creating work (producing)	
			10	Revising texts outside classroom (reasoning)	

3.3 Improving Students' Creative Writing

Students' creative writing ability is assessedbyassessment rubric for narration writing. The result of improving students' creative writing is shown in Table 2.

Table 2. The Enhancement of Students' Score Rate in Creative Writing Per-Cycle

No	Assessment Aspects	Cycle 1	Cycle 2	Cycle 3
1	Students' comprehension on narration includes:	63.4	76.9	86.4
	(a) the correlation between theme and title,	19.5	21.4	25.3
	(b) the involvement between students' soul and interest,	20.6	25.3	26.5
	(c) the characteristics of narration consisting of plot, form, and universality.	23.3	30.2	34.6
2	Composition profiles, include:	60.8	74.2	80.2
	(a) ability to compose content of essay,	16.3	21.2	23.3
	(b) essay organization,	14.7	15.4	16.7
	(c) vocabulary using,	10.3	15.6	17.1
	(d) language using,	12.3	14.4	14.8
	(e) writing mechanism	7.2	7.6	8.3

4.0 DISCUSSION

Applying learning design which considers educational principes of literacy (Kern,2000) and literacy learning (Suyono, 2009) results in a process which can enhance students' literacy activity and creative writing ability. This statement is in line with the research of Gipayana (2004, p. 66) which says that class concepts which center on literacy learning and portofolio assessment can maximalize the quality of writing learning.

Students' literacy activity rise more and become more various, either when the students are at school or at home. LBSA learning model insists students on reading a lot and learning story given. The students also actively work in a team and share knowledge with the team members. Students' literacy activity rises not only at classroom, but also at school where the students dilligently read and write to complete their good and mesmerizing story texts. The students are challenged to create good work because their teachers will appreciate it.

Students' creative writing ability, including comprehension to narration, competence profile, or imagination development, also rises. They can express their imagination in the form of plot with interesting moral values presented in well organized writing, word choice, and appropriate language usage.

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