



THE LEARNING OF WRITING FICTION USING THE POLL EVERYWHERE MODEL ON THE STUDENTS OF THE INDOONESIAN LANGUAGE AND LITERATURE EDUCATION DEPARTMENT AT IKIP BUDI UTOMO MALANG

Anita Kurnia Rachman^{1*}, I Putu Oka Suardana², Ixsir Eliya³, Dini Restiyanti Pratiwi⁴, Desy Irafadillah Effendi⁵
IKIP Budi Utomo¹, ITP Markandeya Bali², UIN Fatmawati Sukarno Bengkulu³, Universitas Muhammadiyah Surakarta⁴, Universitas Samudra⁵

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ABSTRACT

Learning writing fiction is one of the subjects taken by students of the Indonesian Language and Literature Education Department, IKIP Budi Utomo Malang. Writing is one of the skills that must be mastered by the students. Writing fiction requires an interesting learning model, one of which is the Polleverywhere model. The purpose of this research was to describe the ability to write fiction using the poll-everywhere model toward the students of the Indonesian Language and Literature Education Department, Budi Utomo Malang. The research method used was descriptive qualitative. The data used were in the form of fiction writing test results. The subjects of this research were students of the Indonesian Language and Literature Education Department in the A Class of 2019 with a total of 54 students. The finding indicated that the students' results of writing fiction reached an average of 86.44% or it was in the very good category. 35 students with a score of 85-100 were in the very good category or 64.8%. A total of 10 students gained a score of 75-84 which was in the good categories or 18.52%. The sufficient category was 65-74 or 14.81% as many as 8 students. In the poor category with a value of 0-64 or 1.86% was 1 student.

* Corresponding author.

E-mail addresses: anita27rachman@gmail.com (Anita Kurnia Rachman)

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INTRODUCTION

Writing skill is one of language and literary skills. Aghittara (2016) explains that writing is one of the activities that is considered the main component of learning Indonesian. Writing activity is one of the ways to reveal or express ideas or opinions, thoughts, and feelings. In addition, it can develop thinking and creativity.

The ability of writing cannot be gained directly. Writing requires regular practice and it cannot do just once. The support of programmed education assists in producing communicative sentences. Bell and Burnaby (Ghazali, 2010: 302) argue that writing is a very complex activity, due to the writer must control the language at the sentence level (grammar structure, vocabulary, punctuation, and spelling) and also at a broader level of sentences. (Organizing and integrating information into coherent and coherent paragraphs, and subsequently into coherent and coherent text). Writing skill is the language skill that is used to communicate indirectly. Rachman, et al (2020) points out that writing is an active and productive activity and requires the way of thinking orderly which is expressed in the written language. Writing is an individual's skill to express ideas, thoughts, ideas, and knowledge as a productive skill.

Writing fiction is one of the competencies that must be mastered by students of the Indonesian Language and Literature Department, IKIP Budi Utomo Malang. This is confirmed by Susandi's (2017) statement which argues that writing is the ability to transfer ideas into the form of written symbols so that they can be understood easily and clearly, thus it is necessary in real life, especially for students of the Indonesian Language and Literature Education Department. Writing activity is the form of language abilities and skills that are most recently mastered by students after listening, speaking, and reading skills.

Nurmina (2016) addresses that from its characteristic, writing is grouped into two types, namely fiction and nonfiction writing. Fiction is writing that is built on fantasy and generally, it is not reality. Although, several fictions are inspired by events that happened. However, when it is presented as writing, there is an effect of creative writing that collaborates real stories with the writer's imagination, so that a work of fiction may be created which may originate from true stories but is processed to be more imaginary. Writing fiction has its uniqueness from one writer to another and it can produce different writing even though it has the same theme and type of writing. The writing process is a productive language activity, which is producing an essay or

writing (Dalman, 2015: 12).

Nurgiyantoro (2012: 3) claims that it is not true if fiction is considered as the result of mere daydreaming, but rather the intense appreciation and contemplation, the contemplation of the essence of life and life, the contemplation is carried out with full awareness and responsibility. Susandi and Rachman (2019) assert that fiction in the form of short stories has a building element called an intrinsic element. Nurgiyantoro (2010: 23) explains that the intrinsic elements are the elements that build the literary work itself. The intrinsic elements referred to are 1) theme, 2) plot 3) character, 4) setting, 5) point of view, and 6) moral value.

The limited skills of students in writing fiction are influenced by internal and external factors. Internal factors arise from within students. Students undergo difficulty compiling sentences for starting to write fiction, especially short stories. Students have difficulty determining a theme, it is difficult to express ideas in the form of a complete story. Students have difficulty writing fiction because they are not used to writing. These difficulties are caused by the student's lack of ability or inaccurate technique selection. External factors, namely factors that come from outside the student. These factors cover the learning patterns to write fiction, limited lesson hours, the change of curriculum, and limited supporting facilities for learning to write fiction independently.

A good learning process takes place naturally in the form of students' activities and students involve directly, it is not about the transfer of knowledge from lecturer to students. In response to the case, it needs to be supported by the creativity of the lecturer, one of which is the selection of a model that is suitable for students and the competencies that must be mastered by students. The appropriate presentation model in learning of writing fiction that is implemented by the lecturer can encourage the students to develop imagination in producing writing fiction. Nurmina (2016) points out that as a facilitator in learning activities, a lecturer should be able to choose methods, models, or ways of writing fiction that is interesting and easy for students.

Higher education institution is demanded to develop and support various programs to encourage the academic success of students. Learning with the traditional teaching and learning model that is carried out by the lecturer often takes a lot of time. The learning that is carried out tends to be a lot of lectures with less interaction and feedback in revealing several contents that are absorbed by the

students. The learning conditions of students in the class (in particular) may not be able to follow the material presented properly, especially in receiving material in class. When the lecturer asks questions and it is answered by students, the best students can answer them. Meanwhile, students with low-level intelligence merely sit down.

One of the attempts to improve and support the development of relevant technology is the development and use of electronic voting system technology in the context of lectures, namely the Poll Everywhere application. This technology can be adopted as a solution that can overcome the obstacles in offline learning. The purpose of this research was to describe the writing ability using the poll-everywhere model of the Students of the Indonesian Language and Literature Education Department IKIP Budi Utomo Malang.

METHOD

This research used descriptive research. Descriptive research attempts to describe a symptom, event, or phenomenon that is happening currently. This research was conducted at the IKIP Budi Utomo Campus Malang, Jl. Citandui No 46 Malang. The data of this research were the results of writing fiction using the poll-everywhere model. The subjects of this research were students of the Indonesian Language and Literature Education Department in the A Class of 2019. The total of students in the A class was 54 people. Data collection was carried out by utilizing the Poll Everywhere application model for observation, and interviews with students. The data of students' results were obtained by measuring writing skills based on information-based feedback. The criteria for writing fiction can be seen in Table 1 below.

No	The Aspect of Assessment	Description	Score Range	Category
1	The Use of Plot	The use of the plot is less interesting, there is less conflict and surprise in the story which is presented.	1	poor
		The use of plot is quite interesting, there is enough conflict, and the surprise depiction of the story will occur	2	sufficient
		The use of plot is interesting, there is conflict and surprises in the story depiction that will occur	3	good
2	The Overview	The overview of the character's character	1	poor

	of Character and Character traits	traits is less standout. The character is less able to bring readers to experience story events		
		The overview of the character's character traits is quite stand out. The character is sufficiently able to bring readers to experience story events	2	sufficient
		The overview of the character's character traits stands out. The character can bring readers to experience story events	3	good
3	Setting	The selection of setting is not quite appropriate for the story, so it is not able to describe the condition that is told well	1	poor
		The selection of setting is quite appropriate with the story so that it is sufficient to describe the condition being told well	2	sufficient
		The selection of setting is appropriate for the story so that it can describe the condition being told well	3	good
4	The Use of Point of View	The point of view used in writing the story is not quite appropriate	1	poor
		The point of view used in writing the story is not quite appropriate	2	sufficient
		The point of view used in writing the story is not quite appropriate	3	good
5	Theme	It is not able to describe the theme that appears in the short story	1	poor
		It is not able to describe the theme that appears in the short story	2	sufficient
		It is not able to describe the theme that appears in the short story	3	good

Table 1 Assessment Criteria of Short Story Writing Skills

The collection of data was undertaken by the research team using interview guidelines, observation sheets, and a short story writing assessment rubric.

RESULTS AND DISCUSSION

The Results of Writing Fiction Using the Poll Everywhere Model at the Pre-Writing Stage

In the pre-writing activity, students are invited to understand the theory as well as apply the theory. This pre-writing activity requires students to be able to determine the outline of writing and be developed to write fiction, especially short stories as a whole.

This can be seen in Figure 1 below.

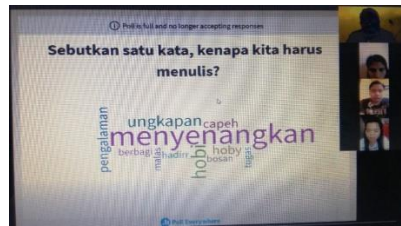


Figure 1. The Reason for Writing a Short Story

Figure 1 above is the implementation of the poll-everywhere model that can be used to find out and encourage the students at the beginning of writing fiction activities. Students are asked to write down the reasons why they must write. Figure 1 describes that “pleasure” is the reason that is mostly expressed by the students. This can be seen in the word “pleasure” which has a larger size than other writings. Regarding this first activity, it indicated that the students revealed positive responses about writing short stories from the implementation of the Poll Everywhere model.

The initial learning activities carried out were used to open students’ schemata about learning of writing short stories. The next activity was carried out to compile the outline of the short story. The first thing undertaken by the students was understanding the outline for writing short stories. The outline for writing this short story can be seen in Figure 2 below.

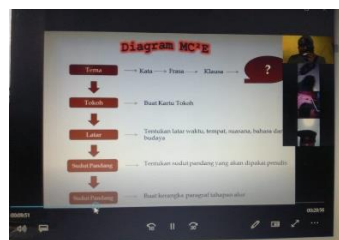


Figure 2. Diagram of MC²E

Based on Figure 2, it can be found that the diagram of MC²E can be used during compiling the outline of the short story. This diagram elucidates the outline of the short story that must be arranged before writing a short story.

The Results of Writing a Short Story Using the Poll Everywhere Model in the Aspect of Theme

The outline of the theme is the first step that must be compiled to write a short story based on the diagram of MC²E. This can be seen in Figure 3 below.

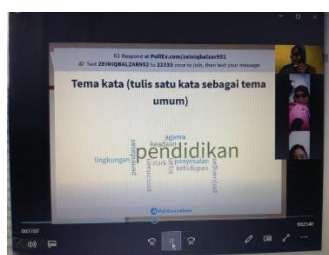


Figure 3. Student's Choice of Themes

The theme chosen by students was based on a poll everywhere, namely education. This can be seen in Figure 3. The word “education” has a larger size than the other theme choices. Further, students through polls everywhere were asked to describe the theme that had been determined jointly to be more specific. This can be seen in Figures 4 and 5 below.

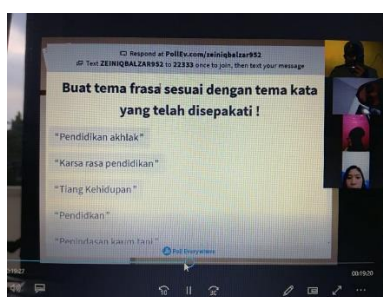


Figure 4. Student's Choice of Phrase Theme

Based on Figure 4 above, it can be indicated that students can describe the general theme that has been determined jointly into the theme of the phrases that will be used in writing short stories. Each theme of the phrase that has been written by the students; will be used as a theme in writing fiction. After the phrase theme, students are asked to create a theme for the clause or sentence. This aims to make it easier for students to describe the themes that will be used in writing fiction. The theme of the clause or sentence can be seen in Figure 5 below.

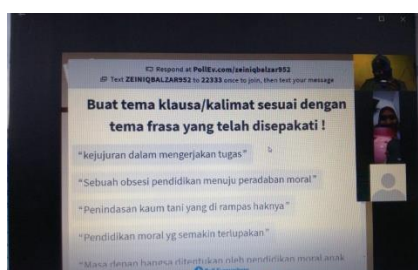


Figure 5. Students' Choice of Theme of Clause / Sentences

Based on Figure 5 above, it can be explained that the theme of the clause or sentence that students have chosen is through polls everywhere. It will facilitate the students to compile the theme or idea of the short story. The selection of the clause or sentence theme

undertaken by students through polls everywhere indicates that students can understand the material that has been presented.

The Results of Writing a Short Story Using the Poll Everywhere Model on The Aspect of the Character and Character Traits

Determining the character is essential due to the character is the actor who will become the core of the story in the short story. Each character must have a unique character that will bring life to the story. The outline of the character in writing short stories is needed so that students are more likely easy to compile stories. Arranging the outline of the character can be created in the form of a character card. Character cards can be seen in Figure 6 below.

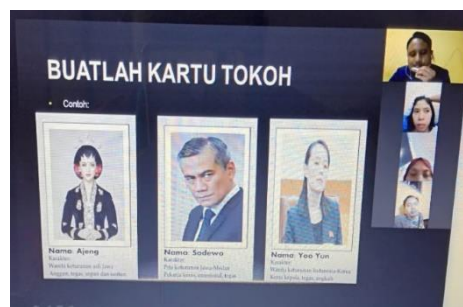


Figure 6. The Card of Character

The card of character is prepared to help students to determine the character and determine the character traits based on physiological, psychological, and sociological characteristics such as the example of a character card in Figure 6. The development of this character will also be affected by the character trait development of the character.

The Result of Writing a Short Story Using the Poll Everywhere Model on the Aspect of Plot

The plot is the second element after the theme that the writer must concern before writing fiction. This plot has several stages. The plot stages can be seen in Figure 7.



Figure 7. The Stage of the Plot

The plot must be compiled by the students before writing fiction, it consists of six stages. This stage will later provide an overview of the fictional story about the conflict that occurred and even the ending of the story that will be created by the author. In the outline section, the students must be able to give an overview of the story and the conflicts that will be undergone by the figure. The development of the figure and character will also affect the plot of the conflict that occurs.

The Result of Writing Fiction Using the Poll Everywhere Model on the Setting

The setting is the fourth element in writing fiction. This setting has four types, namely place setting, time setting, atmosphere setting, and language or culture setting. This setting has a function in describing where the character is, how the atmosphere is felt by the character, when the character does activities, and what are the language and cultural setting of the character in the fictional story. The poll everywhere model used by students in describing the setting can be seen in Figure 8 below.



Figure 8. The setting of the Short Story

Poll everywhere can assist the students to express their idea about the settings presented in the fictional stories. This setting is important because it will help to clarify the situations and conditions experienced by the characters in the fictional story. In this section, students are asked to compile the outline of the setting that will be used in developing fictional stories.

The Result of Writing Fiction Using the Poll Everywhere Model on the Aspect of the Point of View

The point of view in a fictional story is used by the writer in observing the story in the fictional story. The point of view is very necessary due to it will have an impact on the writing style of a writer. The point of view in a fictional story can be seen in Figure 9 below.

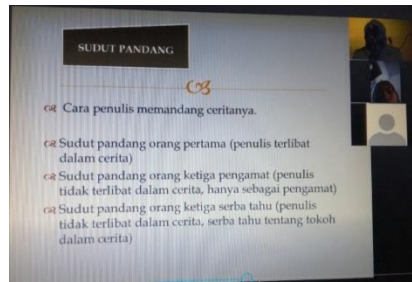


Figure 9. The Point of View in a Short Story

Based on Figure 9, it can be described that the point of view in fiction, consists of three matters, namely the first-, second-, and third-person point of view. For writing short stories, the students need to pay attention to the point of view used in writing fictional stories.

The Result of Writing a Short Story Using the Poll Everywhere Model on the Aspects of the Writing Stage

In the activity of writing fictional stories based on the outline of writing, students develop the outline of the fictional story into a complete and coherent story following the creativity and imagination of students based on aspects of the theme, character and character traits, plot, setting, and point of view. At the stage of writing a fictional story based on the outline, students are given the freedom to develop the outline of the fictional story that has been created.

The condition of online learning during writing fiction based on the outline, it provides opportunities for students to develop creativity in writing fictional stories. The activity of writing fiction based on the outline that has been compiled is carried out by students individually.

The Result of Writing Fiction Using the Poll Everywhere Model in the Aspect of Editing and Revision Stage

Learning at the editing and revision stages covers the activities to revise students' work. Revision includes spelling, punctuation, and capitalization. The steps that are conducted by the teacher when the teacher starts the activity at the editing and revision stages, namely, conveying the competencies that must be mastered by the students. Editing activities carried out in online learning, also apply the polleverywhere model in which students send the complete short story results and the teacher determines the editing process.

The Test Result of Writing Fiction Using the Poll Everywhere Model

The test result of the writing fiction using the poll-everywhere model applied to students can be seen in Table 2 below.

No	Category	Value	F	Weight	Percentage	Average Value
1.	Very good	85-100	35	3220	64,8%	= total value <hr/> F_n = 4640 <hr/> 54 = 86 (very good)
2.	Good	75-84	10	800	18,52%	
3.	Sufficient	65-74	8	560	14,81%	
4.	Poor	0-64	1	60	1,86%	
Total			54	4640	100%	

Table 2 The Test Result of Writing Fiction Using the Poll Everywhere Model

Data Table 2 shows that the test results of the student in writing fiction using the Poll Everywhere model obtains an average of 64.8% or it is in the very good category with a total of 35 students with a score of 85-100. 10 students obtain a value of 75-84 with the good categories of 18.52%. 8 students are in the sufficient category with a value of 65-74 or 14.81%. 1 student is in the poor category with a value of 0-64 or 1.86%.

CONCLUSIONS

The activity of writing fiction for students using the poll-everywhere model is very helpful for students in expressing ideas for writing a fictional story. The test results of the students in writing fictional stories indicated that it reached an average of 86.44% or in the very good category. There were 35 students with a score of 85-100 in the very good category or 64.8%. A total of 10 students gained a value of 75-84 with good categories or 18.52%. In enough category with a score of 65-74 or 14.81% was 8 students. Further, 1 student was in the poor category with a value of 0-64 or 1.86%.

The use of the poll-everywhere model is very necessary to improve the student's skills in writing fiction. It is expected that students are more skilled in developing ideas, ideas, and creative thinking in producing writing, especially in writing fiction. The support and motivation of lecturers are needed so then the students have a higher level of confidence in showing their work.

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