

**PEMANFAATAN KARYA SASTRA DALAM PEMBELAJARAN
MENULIS MELALUI TEKNIK MENULIS ULANG
(The Utilization of Literary Works in Teaching Writing
through Rewriting Technique)**

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tata cara pembelajaran menulis yang baik dan efektif dengan menawarkan dua hal pokok, yaitu materi ajar berupa karya sastra (puisi) dan teknik pembelajaran menulis berupa teknik menulis ulang. Sejalan dengan tujuan tersebut, penelitian ini menerapkan metode deskriptif kualitatif dengan mengedepankan penerapan data dalam proses pembelajaran. Data dalam penelitian ini adalah puisi yang berjudul "Fire and Ice" karya Robert Frost. Data diperoleh dari Wikipedia yang telah diterbitkan oleh Harper's Magazine pada tahun 1920. Berdasarkan hasil penelitian, materi ajar puisi dan teknik menulis ulang dapat diterapkan dalam pembelajaran menulis bahasa Inggris melalui rencana pembelajaran yang ditetapkan. Rencana pembelajaran tersebut didesain dengan menggunakan materi ajar puisi, kemudian siswa diarahkan untuk menulis dengan menggunakan teknik menulis ulang. Rencana pembelajaran tersebut dapat pula membantu guru dan siswa agar dapat berinteraksi secara aktif dan efektif dalam proses pembelajaran menulis bahasa Inggris di kelas.

Kata-kata kunci: menulis, karya sastra, dan teknik menulis ulang.

Abstract

This research is aimed to describe the way of teaching writing well and effectively by suggesting two mainpoints, those are poetry as a part of literary works as teaching material and rewriting technique as an applicable technique in teaching writing. As line with the aim, this research applies qualitative descriptive method which focuses on the application of a datum in teaching-learning process. The datum of this research is a poem under the title of "Fire and Ice" by Robert Frost. The datum is from Wikipedia which had published by Harper's Magazine in 1920. Based on the result of this research, teaching material of poetry and rewriting technique can be applied in teaching English writing through lesson plan designed. The lesson plan is designed by using teaching material of poetry, and then the students are directed to write by using rewriting technique. The lesson plan can also guide teacher and students to interact actively and effectively in teaching and learning English writing in the classroom.

Keywords: writing, literary works, and rewriting technique.

BACKGROUND

Language skill is categorized into four big lines, namely listening, reading, speaking, and writing. As one of the skills, writing is very important because it must be written on the paper and can be read for many times and for many people, so that it needs special attention. It is one of specific abilities, which helps students to put their ideas, feelings and thoughts into words in a meaningful form. It also allows students to explore their message to the reader in written form. As a result, writing is a communication way to communicate the writer's message to the readers.

As a medium in expressing ideas, feelings and thoughts, writing is not only the most important, but also the most difficult one. According to Darmawati (2010: 4), the problems faced by the students in writing are because of some reasons in general, for instance, the students have no much knowledge to express their idea when they are given a writing topic, or the students do not activate their knowledge when they write, or they could not develop their idea much more. Moreover, the students have not known about writing itself, how to choose appropriate words, and how to arrange the words into sentences, and then how to arrange the sentences into paragraph or paragraphs. Consequently, they just create a writing which does not structurally. They can only write down short paragraph without including the details of the topic assigned.

Good technique of writing is needed in order to develop the students' writing ability. The writer believes that good technique is able to develop their writing skill because it can create a good atmosphere in the classroom, so that the students can be more motivated in learning writing. Moreover, good technique also motivates students because they feel interested to the

technique. Concerning about technique, interest is one of the motivation elements beside the students' need. Technique in learning has an essential rule as a supporting motivation and interest in the classroom. Therefore, good technique in writing not only gives advantages to the students, but it also leads them to explore their ideas independently.

In connection with good technique in writing, the writer needs to apply one interesting technique in mastering writing, namely rewriting technique. It is a very interesting learning strategy because the students are going to simply read the material, and then rewrite what they have read. The students can produce a new writing by using their own words based on their comprehending about the material given from their teacher. In short, rewriting technique is simply reducing the problems in writing.

Realizing to rewriting technique which helps students to explore their ideas in producing a new writing, the writer always tries to find out how we can practice writing in the best way. Developing students' ability in writing is not only influenced by a good technique, but also by an interesting material.

In this relation, choosing the best material and procedure are very important in teaching-learning process. There are many resources that offered for the teachers. One of them is using literature in the classroom. Collie and Slater (1987: 3) states many reasons for using literature in the classroom, such as (1) literature is authentic material, (2) literature encourages interaction, (3) literature expands language awareness, (4) literature educates the whole person, and (5) literature is motivating.

Talking about literature, poetry as a part of literature is very suitable to apply in teaching language in the classroom. Accordingly, Lazar (1993: 99) states some reasons for using poetry to the language learner, these are: (a) poetry is

deviant from the norms of language. (b) poetry is pedagogical, (c) poetry expands the students' language awareness, (d) poetry is rich in words coined by the poet, (e) poetry can be taught through many activities, (f) poetry can be taught integratively, (g) poetry enables students to think more confidently, and (h) poetry encourages students' ability not only writing, but also others like reading.

By considering the two points of difficulties faced by the students in writing, namely good technique and interesting material, thus the writer focuses on using literary works, especially poetry, as teaching material and applies rewriting technique in improving the students' writing skill. The students directly read the poem at first, and then apply what they have read. After reading it, the students can express their imaginative experiences from the poem, and then it inspires them to get ideas and create a new writing. In this writing, the writer inspires to describe the application of rewriting technique and poetry material to overcome the problems faced by the students in teaching writing. It is also hoped to provide a guidance for teacher and students in teaching-learning process in the classroom.

Based on the explanation of the background above, thus the writer formulated the research statement, as "How is teaching writing by using rewriting technique and poetry material?"

In relation to the background and problem statement above, thus the objective of this research is to find out the way of teaching writing by using rewriting technique and poetry material.

THEORETICAL FRAMEWORK

Concepts of Poetry as a part of Literary Works

Poetry comes from a Greek word "to make" that is specially made objects in words. It is not like ordinary speech or writing. It says something about ideas, feelings, places, people, and events. It can argue, explore feelings, create pictures, and tell stories (Gill, 1995: 1-3). Furthermore, Perrine (1969: 3-4) says that poetry is as universal as language and almost as ancient. In all ages and in all countries, poetry has been written-eagerly read or listened-to by all kinds and conditions of people because it has given pleasure. People have read, listened or recited to it because they liked it or gave them enjoyment, so that poetry has been regarded as important, not simply as one of several alternative forms of amusement. He adds also that poetry might be defined as a kind of language that says *more* and says it *more intensely* than ordinary language. It means that language has different uses in poetry when it is employed on different occasions to say quite different kinds of things. For instance, the word 'rose' actually means a kind of flowers, but by saying *more* or *more intensely*, it suggest that apple is also a rose, rose is a lover, rose for God, and so on

Many theories about the nature and the aim of poetry have been formulated, but no single satisfactory definitions seem to exist. Poetry is closely related to the meaning and the essence of poetry is meaning. Poetry is identical with entire meaning and without meaning, poetry is nothing. As a result, we may get a perception of poetry through its meaning. One way to do that is to express the idea through the language that says *more* or *more intensely*. Accordingly, the writer could also formulate that poetry is a group of

beautiful words in a specific design to present the author's expression. In expressing his or her idea, the author uses his or her diction as beautiful words to present his or her work. In poetry, the author just uses few words, but sometimes have more than one meaning. It means that poetry just involves few words chosen to interpret the meaning of the poem. As a result, the listeners or the readers may have different interpretations from one poem, but it is valid as far as it concerns to that poem.

Teaching Writing

Lindblom (1983: 27) defines writing as a way of learning to focus our mind on important matters and learning about them. By writing activity, a person can find the solution of difficult problem, master the fact and even by writing, a person can also communicate through the way that is impossible. Meanwhile, Oshima and Hogue (1997: 2) describe that writing is a progressive activity. This means that when the writers first write something down, they have already been thinking about what they are going to say and how they are going to say it. After finishing the writing, they read over what they have written and make changes and correction.

Therefore, writing is never one-step action. It is a process that has several steps. By writing, the students will get new experience with new language and it becomes an effort to the students to express their thoughts and ideas. Writing is a complex process which involves the writer's ability to express, to discover, and to invent his or her ideas through a piece of paper. As a result, the writer should be able to understand how to choose appropriate words to construct a good sentence, how to join the sentences into a paragraph, and how the paragraphs are joined together, cohesively and coherently.

In relation of teaching writing, the teacher should be clear about our purpose in teaching writing which is both limited in value and different to acquire. In the early stages of a course oriented, teaching writing serves a variety of pedagogical purposes as mentioned in the following stages:

1. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. For such students, writing is likely to be an aid to retention because they feel more at ease and relaxed.
2. Written work serves to provide the learners with some tangible evidence that they are making progress in the language.
3. Exposure to the foreign language through more than one medium, especially if skills are integrated.
4. Writing provides variety in classroom activities. At the same time, it increases the amount of language contact through work that can be sent out of class.

Rewriting Technique

Jabu (2008: 95-96) in his book states that the aims of language teaching course are very commonly defined in terms of four language skills, those are: listening, speaking, reading and writing. In pursuing the aim in language teaching, these skills may be used separately or integrated in the combination of two, three, or four skills. By reference to the medium, reading and writing are said to relate to language expressed through the visual medium.

Referring to the application of rewriting technique in teaching writing, integrated skills between reading and writing are required. Reading inspires students to get ideas and improving students' ability to think critically. The students are suggested to read the

material comprehensively, and then the activity of reading comprehension will help students to create a new writing. In other word, there is close relation between competence in reading and rewriting activity.

Byrne (1990: 25) states that on a linguistic level, since our aim is to develop our ability to write a text, one way of helping the students is by using text as our basic format for practice. Therefore, teachers can make writing activities more meaningful for the students and thereby increase their motivation to write well through rewriting. From this statement, we can say that reading a text is essential into writing activities. Through reading activity, it inspires students to get ideas and improving students' ability to think critically. Many ideas from reading automatically motivate students to put it on the paper, namely rewriting.

Term of rewriting is used to convert expressions of one type in terms of expressions of different kind. Schwartz (1985: 104) states that rewriting is a technique to transform first words into fully developed meaning. This technique involves some steps, such as: adding, deleting, substituting, rearranging, and recombining idea for accuracy and readability until become a lively one.

Basically, there are two main points in rewriting term, such as, original and revised. Therefore, producing a new writing can be done through rewriting technique as describes in the following ways:

1. Rewrite where the title and subhead are based on some keywords, but the first and the last paragraph are different.
2. Rewrite each individual sentence, but says in different words by using the same keywords.
3. Rewrite where we put the same information in the same orders as the original.

4. Rewrite where you put the same information in a different order from original

5. Rewrite where you have to change sentence and substitute keywords.

In addition, Schwartz (1985: 109) explains the types of rewriting as follows:

1. Restarter, if we reject everything and begin again, looking for different approach, tone, and the way to begin.
2. Recopier, if we accept everything as good enough, need minor changes
3. Rearranger, if we like the ideas, but not their order. We must reshuffle to make the text come together.
4. Remodeler, if we write a whole draft and then see what needs fixing up or making line by line improvements on what already in the text.

In term of the result of good rewriting, it involves good decision making that influences how and what we write and rewrite. Accordingly, Schawartz (1985: 106) states four profiles in rewriting in order to know our own writing style. They are:

1. Profile for beginning

Even before the first word goes down, writers have individual writing style. Some people say "get it right the first time", therefore they have to think intensively before writing. The others say "blank page will discover immediately by what they have to say". Both profiles can produce good writing. The first group is called the internal thinkers. They try to work out the structure of their writing before they actually start to work. The second group is called the external thinkers.

2. Profiles for generating drafts

In the beginning of writing, some writers start their writing by writing out as many words as possible and considering them. This type is called overwrites. They revise by what is the best from their

initial draft. Unneeded repletion, unimportant images and facts are cut until the content and the form be a good writing. Other writers assumed that many things are still in their head. They plan to flesh out after they have a complete draft. This type is called the underwriters. They revise by adding and taking away in most text.

3. Profiles for developing draft

In developing draft stages, try to identify our rewriting style in order to make good writing. It will help us to recognize the right decision about when and what to rewrite. The four types of rewriting can be used by the writer. All of them will determine our rewriting style.

4. Profiles for assessing drafts

Sometimes we use some criterias to assess our draft which affect the profiles we choose in our writing. Good writers suggest to: (1) concern with good spelling and punctuation rely on the copyeditor profile to check that all the form are correct; (2) concern with the propriety of the text use the sensor profile to assess how appropriate of tone, ideas, and word choices are for the reader; (3) concern with accuracy of what they have to say use the confirmer profile to be sure that facts are true and opinions are really what they believe; and (4) concern with esthetics use refiner profile to be sure that their content and the form are as well-crafted and artistically pleasing as possible.

RESEARCH METHOD

This research applies descriptive qualitative method which focuses on the application of rewriting technique and the utilization of literary works (poetry) as material in teaching writing.

The datum of this writing is a poem adapted from an article in Wikipedia, the free encyclopedia, published in

December 1920 in Harper's Magazine. The poem is under the title of "Fire and Ice" by Robert Frost, which is downloaded through http://fire_and_ice_poem.htm. This primary datum is designed as teaching material, and then put it into lesson plan.

As a writing in descriptive design, this writing also describes the poem and applies rewriting technique in improving the student' writing ability through the application of lesson plan in teaching learning process in the classroom. In this process, let students read the poem comprehensively that will inspire them to write and rewrite well.

DISCUSSION

By introducing a good technique and an interesting material to the students in writing, namely rewriting technique and poetry material, the teachers should be able to design the technique and the material into lesson plan of teaching writing. In teaching-learning writing process, teachers should prepare their lesson plan in order to achieve effective goals in teaching. Good planning will make teachers teach structurally. Therefore, teachers are responsible for giving materials to the students structurally which do not make them bored and lazy to learn anymore. Theachers should also be able to produce a good atmosphere in the classroom and offer a wide variety of interesting activities in the classroom.

The writer formulates the lesson plan designed by the application of rewriting technique and poetry material which can be taught integratively in teaching-learning writing process. In this process, the teachers should follow the lesson plan designed by the writer as shown in the following planning.

LESSON PLAN

- A. Subject : English Language
- B. Class/Semester : XI/II
- C. Time Allocation : 2x45 minutes
- D. Topic : “*Fire and Ice*”
by Robert Frost

E. Competence Standard
To understand the short functional written text and the simple essay in the form of narrative in the daily living context and to access of the science.

F. Basic Competence
To respond the meaning of the poem and the rhetorical steps in written text accurately, fluently and accepted in the daily living context and to access the science in the form of the narrative text.

G. Indicator
1. To identify the meaning of the text of poetry as a whole.
2. To improve the ideas in setting a writing.

H. Learning Objectives
1. Students will be able to identify the meaning of the text of poetry as a whole.
2. Students will be able to present their ideas in a paper.

I. Main Subject: a poem

FIRE AND ICE

by Robert Frost (1874-1963)

Some say the world will end in fire,

Some say in ice.

From what I've tasted of desire

I hold with those who favor fire.

But if it had to perish twice,

I think I know enough of hate

To know that for destruction ice

Is also great

And would suffice.

J. Learning Procedures
1. Pre-activity (20 minutes)
a. Teacher opens the class by greeting to the students.

- b. Teacher simply asks students' knowledge about writing.
 - c. Teacher explains about writing, specifically in the application rewriting technique.
 - d. Teacher introduces poetry to the students.
 - e. Teacher simply asks students' knowledge about poetry.
 - f. Teacher motivates students to develop their ideas about poetry.
2. While-activity (50 minutes)
- a. Teacher gives students a paper which contains the poem.
 - b. Teacher asks students to focus on reading the poem at first.
 - c. Students read the poem carefully and list the new words for them.
 - d. Teacher and students discuss to find out the meaning of the new words.
 - e. Teacher asks students to find out the meaning of the poem in a whole.
 - f. Teacher asks students to reread the poem comprehensively and arrange their ideas in a paper freely.
 - g. Teacher asks students to write a new writing (rewrite their ideas) based on their comprehension about the poem.
3. Post-activity (20 minutes)
- a. Teacher gives comment about the result of students' writing.
 - b. At the end of the class, teacher shows a simply sample writing produced by

using the story of the poem, as follows:

FIRE AND ICE

The poem of "Fire and Ice" talks about the end of our life in the world. If imagine about how our life end in the world, we will never get a definite answer because nobody knows the end of his or her life in the world and nobody has life twice in the world. Some say that the life ends with fire and other say with ice, but the both approximations are produced by the feeling of man when they see the recent condition of the life in the world. Generally, man can predict what will happen in the world if fire appear. Fire can destroy the buildings in a few minutes, so does ice. Everybody will die in freezing. Therefore, fire and ice are both potentially ending our life in the world.

- c. Teacher asks students to produce a new writing by using rewriting technique in their home.
- d. Teacher closes the class by asking students to read and write actively.

K. Source

Article in Wikipedia, the free encyclopedia, published in December 1920 in *Harper's Magazine*. Poetry under the title of "Fire and Ice" by Robert Frost is downloaded through http://fire_and_ice_poem.htm.

L. Evaluation

Evaluation is done after the learning process through the result of their writing.

Because of rewriting technique involves good decision making that influences how and what we write and rewrite, the writer uses poetry as an authentic material in producing a new

writing or different writing. Students are also suggested to follow one or many types of rewriting technique as described in theory.

CONCLUSION

Based on the discussion, thus the writer concludes that writing is categorized a very important skill in language, because it must be written on the paper and can be read for many times and for many people. Thus, it needs special attention and specific ability. In improving the students' English writing ability, this research gives a way on teaching and learning English writing by using poetry material and rewriting technique. Poetry is a part of literary works as teaching material and rewriting technique is a technique in teaching English writing. The both things are designed into lesson plan in building up a good atmosphere in the classroom. The lesson plan is applicable in teaching and learning English writing process, and also guide teacher and students to interact actively and effectively in the classroom.

Generally, there are many ways in improving the students' English writing skill. Therefore, the writer suggests that the teacher should formulate their teaching material or technique into manageable plan. Besides, literary works are potentially to teach in the classroom, thus they are also suggested to modify the literary works as teaching material in writing or others skill of language, such as reading, listening or speaking.

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